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ABSTRACT

Intended to enhance the quality of language arts instruction in the fourth grade, this curriculum guide defines objectives, lists some basic resources, and offers suggested teaching activities. The five strands covered include language and grammar, listening, speaking, reading, and writing. An articulation chart at the beginning of the guide categorizes objectives within each strand as introduction, major objective, reinforcement and extension, or continued reinforcement. The categories for each objective are arranged across grade levels for grades one through five. The rest of the guide is sectioned according to strand and lists objectives with accompanying resources, activities, and notes. Appendixes include a key to abbreviations and a bibliography of teaching aids. (HOD)

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LANGUAGE ARTS CURRICULUM GUIDE FOURTH GRADE

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August, 1981

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INTRODUCTION

This language arts curriculum guide has been prepared by members of the faculty of the Norman Public Schools to enhance the quality of language arts instruction. The guide defines objectives, lists some basic resources, and offers suggested teaching activities. The intent of the guide is to:

1. Provide teachers, beginning as well as experienced, with clearly defined learner objectives.
2. Provide continuity in the language arts program between grade levels and among schools within the district.
3. Avoid unnecessary duplication within the curriculum.
4. Supply basic resources and activities.

Improvement of instruction, however, depends primarily upon the teachers who use this guide. Teachers are urged to try the suggested activities and resources and make notations concerning the guide's strengths and weaknesses, so that it may be continuously updated.

LANGUAGE ARTS

ARTICULATION CHART

PAGE 1

I = Introduction
 M = Major Objective
 R = Reinforcement & Extension
 r = Continued Reinforcement
 (Review/use)

GRADE LEVEL

OBJECTIVE	1	2	3	4	5
Strand I: Language and Grammar					
The student....					
1. Listens and looks for words that rhyme with each other	I	M	R	r	r
2. Uses oral and written language to express thoughts	I	M	M	M	M
3. Distinguishes between a word, a word-part, or a group of words	I	M	R	r	r
4. Recognizes that words are symbols	I/M	R	r	r	r
5. Recognizes that people give meaning to words and can add meaning to existing words			I	M	R
6. Uses a dictionary definition to understand the meaning of a word		I	M	R	r
7. Recognizes that different words may be used to symbolize the same object or idea (e.g., sofa, couch)		I	M	R	r
8. Can expand a sentence by adding words or groups of words			I	M	R
9. Can reduce a sentence by removing words or groups of words				I	M
10. Recognizes that a word's position in a sentence may indicate its function					I
11. Identifies some methods by which words have been added to the language (e.g., compounding, affixes, borrowing from other languages, acronyms, etc.)					I

LANGUAGE ARTS

ARTICULATION CHART

PAGE 2

I = Introduction
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 (Review/use)

GRADE LEVEL

OBJECTIVE	1	2	3	4	5
12. Examines the processes by which meanings of words are changed (e.g., misuse, association, etc.)					I
13. Distinguishes between the purposes of messages (selling and informing)			I	M	R
14. Distinguishes between fact and opinion			I	M	R
15. Recognizes that spoken English is usually more informal than written English				I	I
16. Recognizes simple subject in sentences with natural order		I	M	R	r
17. Recognizes simple subject in sentences with inverted order					I
18. Recognizes simple predicate in sentences with natural order		I	M	R	r
19. Recognizes simple predicate in sentences with inverted order					I
20. Separates a sentence into its two main parts (complete subject and complete predicate).			I	M	R
21. Identifies a statement		I	M	R	r
22. Identifies a question		I	M	R	r
23. Identifies a command			I	M	R
24. Identifies an exclamation			I	M	R
25. Distinguishes between a complete simple sentence and a sentence fragment				I	I
25. Recognizes a compound sentence				I	M

LANGUAGE ARTS

ARTICULATION CHART

PAGE 3

I = Introduction
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(Review/use)

GRADE LEVEL

OBJECTIVE	1	2	3	4	5
27. Recognizes a prepositional phrase					I
28. Provides a definition of a noun, and identifies common nouns in sentences		I	M	R	r
29. Identifies proper nouns in sentences			I	M	R
30. Provides a definition and identifies a pronoun			I	M	R
31. Identifies personal pronouns			I	M	R
32. Identifies number (singular or plural) of a pronoun			I	M	R
33. Uses pronoun number in agreement with antecedent				I	M
34. Forms possessive case of nouns and pronouns:					
a. singular not ending in s			I	M	R
b. singular ending in s					I
c. plural not ending in s			I	M	R
d. plural ending in s					I
35. Recognizes and defines a verb		I	M	R	r
36. Recognizes helping verbs			I	M	R
37. Identifies present tense			I	M	R
38. Identifies past tense			I	M	R
39. Identifies future tense			I	M	R
40. Uses verb number in agreement with subject			I	M	R

LANGUAGE ARTS

ARTICULATION CHART

PAGE 4

I = Introduction
 M = Major Objective
 R = Reinforcement & Extension
 r = Continued Reinforcement
 (Review/use)

GRADE LEVEL

OBJECTIVE	1	2	3	4	5
41. Identifies contractions and their component words		I	M	R	r
42. Uses proper subject-verb agreement with contractions			I	M	R
43. Identifies and defines an adjective			I	M	R
44. Recognizes articles and determiners			I	M	R
45. Identifies and defines an adverb				I	M
46. Provides a definition of a conjunction, and identifies coordinating conjunctions in sentences				I	M
47. Provides a definition of an interjection, and recognizes interjections in sentences				I	M
48. Uses the period:					
a. as the closing for declarative and imperative sentences	I	M	R	r	r
b. at the end of abbreviations	I	M	R	r	r
c. after initials	I	M	R	r	r
49. Uses the question mark to close interrogative sentences	I	M	R	r	r
50. Uses the exclamation point to close exclamatory sentences			I	M	R

LANGUAGE ARTS

ARTICULATION CHART

PAGE 5

I = Introduction
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(Review/use)

GRADE LEVEL

OBJECTIVE	1	2	3	4	5
51. Uses the comma to set off or separate:					
a. words or phrases of direct address			I	M	R
b. city and state		I	M	R	r
c. various parts of a date		I	M	R	r
d. direct quotations				I	M
e. salutation and closing of a friendly letter			I	M	R
f. introductory words and phrases					I
g. items in a series			I	M	R
h. compound sentences				I	M
52. Uses the colon to show hours and minutes numerically		I	M	R	r
53. Recognizes the need for quotation marks in short direct quotations (unbroken)			I	M	R
54. Recognizes the need for quotation marks with titles of short stories (short works)			I	M	R
55. Recognizes the need for the apostrophe with possessive case of nouns			I	M	R
56. Uses the apostrophe to indicate omitted letters in a contraction		I	M	R	r
57. Underlines titles of books (longer works)			I	M	R

LANGUAGE ARTS

ARTICULATION CHART

PAGE 6

I = Introduction
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(Review/use)

GRADE LEVEL

OBJECTIVE	1	2	3	4	5
58. Capitalizes:					
a. persons, days of the week, and months of the year	I	M	R	r	r
b. countries, nationalities, races, languages, and geographic and place names			I	M	r
c. special organizations, special buildings, structures, ships, airplanes, and trains				I	M
d. brand or trade names, not products					I
e. holidays, initials and abbreviations of titles, and titles of honor or respect that precede a proper name or are used alone in place of the name of a specific individual		I	M	R	r
f. beginning of a sentence	I	M	R	r	r
g. greeting and closing of a letter			I	M	R
h. titles of stories, poems, and books		I	I	M	R
i. names of religions				I	M
j. definitive areas but not directions					I

LANGUAGE ARTS

ARTICULATION CHART

PAGE 7

I = Introduction
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 (Review/use)

GRADE LEVEL

OBJECTIVE	1	2	3	4	5
Strand II: Listening					
The student...					
1. Identifies various types and sources of sounds that we listen to in everyday life (e.g., other people, nature, audiovisual media, etc.)	R	r	r	r	r
2. Listens for information, for entertainment or pleasure, for understanding, and for safety	M	R	r	r	r
3. Demonstrates understanding of directions, announcements, and introductions (attentive listening)	I	M	R	r	r
4. Follows oral directions	M	M	M	M	M
5. Listens and responds appropriately to other speakers in both formal and informal situations	I	M	R	r	r
6. Listens to get main ideas	I	M	R	r	r
7. Listens to get supporting details		I	M	R	r
8. Listens to obtain information which can be repeated or paraphrased			I	M	R
9. Distinguishes between statements of fact and statements of opinion			I	M	R
10. Uses contextual clues to determine the meanings of words			I	M	R

LANGUAGE ARTS

ARTICULATION CHART

PAGE 8

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(Review/use)

GRADE LEVEL

OBJECTIVE	1	2	3	4	5
Strand III: Speaking					
The student...					
1. Responds orally to questions from teachers and peers in the classroom situation	M	R	r	r	r
2. Demonstrates proficiency in the mechanics of speech through:					
a. enunciation of speech sounds	I	M	R	r	r
b. stress and pitch				I	M
c. volume	I	M	R	r	r
d. rate	I	M	R	r	r
3. Gives oral reports			I	M	R
4. Selects an appropriate topic for a report			I	M	R
5. Expresses ideas and opinions in group discussion	I	M	R	R	R
6. Limits remarks to the purpose of the discussion	I	M	M	M	M
7. Maintains eye contact with an audience				I	M
8. Allows others to finish speaking before beginning to speak in a conversation or discussion	I	M	M	M	M
9. Uses the telephone courteously for social and practical purposes	I	M	R	r	r
10. Words questions so that the answer sought is the information received		I	M	R	r

LANGUAGE ARTS

ARTICULATION CHART

PAGE 9

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(Review/use)

GRADE LEVEL

OBJECTIVE	1	2	3	4	5
Strand IV: Reading					
The student...					
1. Recognizes that printed words represent spoken language	M	R	r	r	r
2. Develops auditory discrimination by:					
a. differentiating among the basic sounds of speech and associating these sounds with their corresponding symbols	M	R	r	r	r
b. recognizing similarities and differences in sounds within words (initial, medial, final positions)	M	R	r	r	r
c. identifying and formulating rhyming sounds	I	M	R	r	r
3. Uses word-attack skills to decode words:					
a. recognizes basic words by sight (different words at different levels)	M	R	r	r	r
b. uses phonetic analysis to:					
1. recognize initial, medial and final consonant letters	M	R	r	r	r
2. recognize long and short vowels	M	R	r	r	r
3. recognize consonant blends and consonant digraphs	M	R	r	r	r
4. recognize vowel controllers (silent e, r, etc.)	M	R	r	r	r
5. recognize vowel digraphs	M	R	r	r	r

LANGUAGE ARTS

ARTICULATION CHART

PAGE 10

I = Introduction
M = Major Objective
R = Reinforcement & Extension
r = Continued Reinforcement
(Review/use)

GRADE LEVEL

OBJECTIVE	1	2	3	4	5
6. recognize diphthongs	M	R	r	r	r
7. recognize the schwa vowel			I	M	R
4. Develops visual discrimination by:					
a. recognizing similarities and differences in pictures and shapes	M	R	r	r	r
b. discerning differences in size and shape of letters and words	M	R	r	r	r
5. Develops left-to-right visual patterns	M	R	r	r	r
6. Uses structural analysis to:					
a. recognize and identify the meanings of root words	I	M	R	r	r
b. recognize inflectional forms and their influence on words to which they become attached:					
1. inflections that indicate number (s, es)	I	M	R	r	r
2. inflections that indicate simple tense (s, ed, ing)	I	M	R	r	r
3. possessive inflections ('s,s')(See Language and Grammar objective #34)					
4. inflections that indicate comparison of adjectives and adverbs (er,est)		I	M	R	r
7. Recognizes and identifies meanings of common prefixes and suffixes		I	M	R	r
8. Identifies the number of syllables in word	I	M	R	r	r

LANGUAGE ARTS

ARTICULATION CHART

PAGE 11

I = Introduction
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(Review/use)

GRADE LEVEL

OBJECTIVE	1	2	3	4	5
9. Divides words into syllables	I	I	I	M	R
10. Recognizes and formulates compound words	I	M	R	r	r
11. Identifies the meanings of contractions	I	I	M	R	r
12. Identifies the meanings of common abbreviations	I	I	M	R	r
13. Uses context clues to determine the meanings of new words:					
a. clues of definition			I	M	R
b. clues of restatement, such as appositives		I	M	R	r
c. clues of contrast and comparison			I	M	R
d. descriptive words or phrases that imply the meaning of a specific word		I	M	R	r
e. picture clues	M	R	r	r	r
14. Uses a dictionary to determine meaning and pronunciation of new words:					
a. knows the alphabet sequence sufficiently to find words easily			I	M	R
b. identifies guide words and understands how to use them to find a word			I	M	R
c. identifies boldface entry words and recognizes that they are divided into syllables in most dictionaries			I	M	R
d. uses the pronunciation key or guide of a specific dictionary				I	M
e. selects appropriate definitions and/or synonyms and antonyms from a dictionary entry				I	M

LANGUAGE ARTS

ARTICULATION CHART

PAGE 12

I = Introduction
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(Review/use)

GRADE LEVEL

OBJECTIVE	1	2	3	4	5
f. identifies parts of speech labels in a dictionary entry				I	M
15. Understands synonyms and antonyms		I	M	R	r
16. Understands homonyms			I	M	R
17. Recognizes that sentences are put together in paragraphs for specific purposes				I	M
18. Can express the meaning of a paragraph in his/her own words				I	M
19. Uses capitalization and end punctuation as a guide to meaning	I	M	R	r	r
20. Uses internal punctuation as a guide to meaning			I	M	R
21. Understands the literal meaning of a passage:					
a. recognizes and recalls details explicitly stated in a selection	I	M	R	r	r
b. recognizes the order of incidents, events, or ideas explicitly stated in a selection			I	M	R
c. recognizes an explicit statement of a main idea			I	M	R
d. recognizes or recalls statements of character traits explicitly stated in a selection			I	M	R
e. recognizes and/or recalls comparisons among characters, times in history, places, or ideas that are stated in a selection					I
f. recognizes and/or recalls cause and effect relationships explicitly stated in a selection					I

LANGUAGE ARTS

ARTICULATION CHART

PAGE 13

I = Introduction
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(Review/use)

GRADE LEVEL

OBJECTIVE	1	2	3	4	5
22. Draws inferences from reading by predicting outcomes and/or interpreting feelings of characters			I	M	R
23. Differentiates between reality and fantasy	I	M	R	r	r
24. Reads silently		I	M	R	r
25. Reads aloud in a manner that communicates meaning.			I	M	R
26. Alters the method of reading in relation to the type of materials and purposes for reading.				I	M
27. Uses study skills to meet the requirements of school work:					
a. uses parts of books, table of contents, glossaries, index, subtitles, etc.		I	M	R	r
b. follows written directions		I	I	M	R
c. uses introductory outlining skills				I	M
d. takes written notes					I
e. uses reading skills needed for preparing a report				I	M
f. uses print clues, such as italics, underscoring, color coding, etc.				I	M

LANGUAGE ARTS

ARTICULATION CHART

PAGE 14

I = Introduction
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r = Continued Reinforcement
(Review/use)

GRADE LEVEL

OBJECTIVE	1	2	3	4	5
28. Uses specialized reading skills needed for the various subject areas:					
a. understands specific meanings of words in the various content areas			I	M	R
b. can read charts, maps, graphs, tables, and diagrams			I	M	R
c. can interpret pictures		I	M	R	r
29. Locates specific materials in the library			I	M	R
30. Uses supplementary references such as encyclopedias and dictionaries		I	I	M	R
31. Organizes materials read by classifying or summarizing					I
32. Makes critical judgements about material read:					
a. distinguishes between fictional and nonfictional reading selections			I	M	R
b. recognizes an author's apparent and/or hidden purpose					I
c. judges the worth of material read (e.g., author's purpose and audience, literary standard, personal preference)					I
33. Identifies with characters and events portrayed by authors.	I	M	R	r	r
34. Discusses behaviors, traits, and relationships of characters			I	M	R
35. Identifies or infers main ideas, conclusion, and themes from literature				I	M

LANGUAGE ARTS
ARTICULATION CHART

PAGE 15

I = Introduction
M = Major Objective
R = Reinforcement & Extension
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(Review/use)

GRADE LEVEL

OBJECTIVE	1	2	3	4	5
36. Identifies the plot in a literary selection.					I
37. Recognizes when the author's background influences the content					I
38. Examines the effect of setting in a story, play, or film				I	M
39. Uses the library independently for recreational reading			I	M	R
40. Examines the contributions of various ethnic groups to the literary heritage of America					I
41. Distinguishes between fact and opinion			I	M	R

LANGUAGE ARTS

ARTICULATION CHART

PAGE 16

I = Introduction
 M = Major Objective
 R = Reinforcement & Extension
 r = Continued Reinforcement
 (Review/use)

GRADE LEVEL

OBJECTIVE	1	2	3	4	5
Strand V: Writing					
The student...					
1. Recognizes that the written words are graphic symbols for spoken words	M	R	r	r	r
2. Develops handwriting skills:					
a. uses manuscript	M	R			
b. uses cursive writing			I/M	R	r
c. prints neatly, legibly, and with moderate speed	M	R	r	r	r
d. uses left-to-right progression	M	R	r	r	r
e. uses simple punctuation marks	I	M	R	r	r
f. employs appropriate formation, size, slant, alignment, and spacing in cursive			-I/M	R	r
3. Uses proper capitalization in writing (See Language and Grammar Objective #58)					
4. Uses correct punctuation in writing (See Language and Grammar Objective #14)					
5. Writes a letter using date, greeting, body, closing, and signature, and addresses envelopes correctly			I	M	R
6. Spells a prescribed set or series of words correctly.	M	M	M	M	M
7. Proofreads and corrects				I	I

LANGUAGE ARTS

ARTICULATION CHART

PAGE 17

I = Introduction
 M = Major Objective
 R = Reinforcement & Extension
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 (Review/use)

GRADE LEVEL

OBJECTIVE	1	2	3	4	5
8. Uses descriptive words and phrases				I	M
9. Writes a complete simple sentence	I	M	R	r	r
10. Writes a story using simple sentences in sequence.			I	M	R
11. Writes a story having a beginning, a middle, and an end.				I	M
12. Combines short, choppy sentences by compounding subjects and verbs					I
13. Uses a variety of sentence patterns in writing (S-V, S-V-C, S-V-O, expletive sentence, etc.)				I	M
14. Combines two or more sentences into a compound sentence				I	M
15. Writes words that work together in meaningful thought units (clauses and phrases) within a sentence					I
16. Varies sentences by adding and rearranging words and phrases					I
17. Expands the meaning of sentences through the use of words and phrases in a series					I
18. Writes paragraphs with a logical sequence				I	M
19. Writes simple poetry with or without rhyme		I	I	M	R
20. Writes a summary					I

LANGUAGE ARTS

ARTICULATION CHART

PAGE 18

I = Introduction
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(Review/use)

GRADE LEVEL

OBJECTIVE	1	2	3	4	5
21. Gathers information from a variety of sources (print, nonprint and/or human) on specific topics and organizes the information into a written report					I
22. Separates run-on sentences and lengthy compound sentences					I
23. Writes from dictation		I	M	R	r

STRAND I

LANGUAGE AND GRAMMAR

OBJECTIVE

RESOURCES

2. Uses oral and written language to express thoughts. (M)

LIBRARY RESOURCES:

422 Severn, Bill
Sev People words
Ives Washburn, Inc, 1966
Loc:

3. Distinguishes between a word, a word-part, or a group of words. (R)

ACTIVITIES

NOTES

- 2.1. Students use puppets to tell a story or experience. They may plan and perform with a friend or in small groups. Provide them with story starters and let them develop the characters. Puppet-making is a good art project.
- 2.2. Find pictures of people with different facial expressions, postures, and gestures. Discuss what they are saying or thinking or feeling. The children role play the situations they envision from the pictures.
- 2.3. Students write their ideas about the main "message" of pictures or cartoons.
- 2.4. Have students write paragraphs or short papers or stories about a special holiday and how they imagine times in past would have been. Little House on the Prairie is a good source.

* * *

- 3.1. Make a set of cards with word parts which can be combined into words. These may include letter combinations or prefixes and suffixes. Deal seven cards to each player. They draw and discard trying to form words with their cards. The top discard may be used as a draw. When a word is formed, the player may lay it down on the table and score a point. Play continues until all cards are used. The player with the most words formed (most points) wins.
- 3.2. Write a letter to the class. Be sure to include personal references and reminders of upcoming class events. It may be duplicated or written on the board. Write the letter with no spaces between the letters, so the words are not separated. The entire letter is an uninterrupted sequence. Ask the pupils to write the letter with the proper spacing and punctuation.

OBJECTIVE

RESOURCES

5. Recognizes that people give meaning to words and can add meaning to the existing word.

ACTIVITIES

NOTES

- 5.1. Children love to collect idioms! As an on-going activity, let them illustrate the literal interpretation of idioms and put them in the collection on the bulletin board. Encourage them to keep collecting the idioms all year.
- 5.2. Students match correct meanings and words drawn from separate envelopes. Each pupil gives an oral sentence using the word. Words may be vocabulary, from a specific unit of study (science, social studies, areas of individual interest or non-specific contrived vocabulary, such as spelling lists).
- 5.3. Use the format of a television game show to create a word game. Select one child to serve as the emcee. The emcee provides the meaning of the word, and a contestant identifies and spells the proper word. Two students may compete to be first to spell the word correctly, or points may be awarded as many students are allowed to attempt a given number of words.
- 5.4. Scrambled words and meanings can be presented as a computer sort activity. Divide the class into three groups: input, process, output. Members of the input group draw word cards and give them to the process group. The process members draw meaning and match them to the words. They give the combinations to the output group. The output group displays the match and hold up accept or reject cards, depending on whether the match is correct or incorrect. Students will enjoy making the "computer cards" for the game. Let the groups rotate into the different phases of the process.
- 5.5. Have students make up and illustrate their own dictionaries. This may be used as an ongoing activity throughout the year or as a limited assignment with specific focus on a topic, such as plants, energy, etc.

OBJECTIVE

RESOURCES

6. Uses a dictionary definition to understand the meaning of a word. (R)

7. Recognizes that different words may be used to symbolize the same object or idea (e.g., sofa, couch). (R)

Renzulli, Joseph, New Directions in Creativity. New York: Harper, Row Publishers, Inc., 1973.
Loc: Curric off.

7.1. The Official World Encyclopedia of Sports and Games. Created by the Diagram Group. New York: Paddington Press, Ltd., 1979. (Distributed by Grosset and Dunlap)

ACTIVITIES

NOTES

- 5.6. Let students play "charades" with titles of stories and poems, famous people and events, or titles of books and films. Allow time for discussion of how they guessed correctly.

* * *

- 6.1. Write two vocabulary words on the board every morning. While the teacher takes roll, lunch count, etc., the students look up the two words in the dictionary and write the part of speech and definition in their notebooks. Review the words every Thursday and have a short vocabulary quiz on Friday. This activity should be ongoing throughout the year. It not only increases vocabulary, spelling, and dictionary skills, but it also contributes to classroom management.

- 6.2. Provide a desk, table, or podium or dictionary stand where a dictionary can be left open and easily available. During class discussion, have different students use the dictionary to look up terms that arise from the discussion, reading, etc. VARIATION: assign one student each day to be the official dictionary user for the class.

* * *

- 7.1. "Synonym Game:" Prepare a list of 10 to 20 words and give a copy to each player. The objective is to find a synonym for each word on the list. If a player can think of more than one synonym, he/she should write down the shortest one. After an agreed length of time, the players' lists are checked. The winner is the player who found a synonym for the most words, or, if two or more players have an equal number of synonyms, the player with the lowest total number of letters in the synonyms wins.

OBJECTIVE

RESOURCES

8. Can expand a sentence by adding words or groups of words. (M)

7.2. Jurwitz, Abraham B., and Goddard, Arthur. Language Arts Games. New York: Scholastic Book Services, 1972, p. 41.

8.3. Price, Roger and Stern, Leonard. Mad Libs. Los Angeles: Price, Stern, Sloan, Publishers, 1968.

LIBRARY RESOURCES:

KIT	Sentence comprehension
372.61	Addison-Wesley, 1975
Sen	1 fs, 2 cas, comics, mini-book, games, guide.
	Loc: Lin.

ACTIVITIES

NOTES

- 7.2. "Synonym Match:" The first player calls out a word for which he knows at least one synonym. Any other player may, within a given time limit, match the word by providing a synonym of the word, or as many synonyms as possible. The player receives one point for each synonym he/she can say. If no player can think of a synonym for the word, someone may challenge the first player to state what synonym he/she had in mind. Failure to produce a synonym penalizes the first player one point. This discourages the introduction of words that have no synonym. A player fails to score a point if he/she is unable to think of a synonym, and is penalized a point if a response is not a synonym. A thesaurus should be kept handy to settle any disputed points. VARIATION: Play the game with only two students alternating turns as the caller of the word.

* * *

- 8.1. Write simple sentences on the board. Have the students add descriptive words for the nouns and verbs.
- 8.2. Let the students experiment with writing open ended sentences for each other. Encourage them to omit the noun phrase in one sentence and the verb phrase in another sentence. Let them trade and complete the sentences.
- 8.3. Use Mad Libs for an entertaining way to review parts of speech and practice adding descriptive, specific words to sentences. These short paragraphs contain blanks which are described by the part of speech. The leader asks for these words and fills in the blanks. When all of the blanks are filled, the leader reads the paragraph with the words.

OBJECTIVE

RESOURCES

9. Can reduce a sentence by removing words or groups of words. (I)

- 8.4. Group Development Sentences: Have each student write a simple statement, such as, "The door is closed." The teacher tells the students to pass their paper's back one person. Each student then reads the sentence and inserts an adjective to describe the subject. The teacher tells them to pass the paper on again. The students add an adverb to modify the verb. They pass the papers back again and add appositives to describe or identify the subject. They pass again and add a "when" or "during" clause.
EXAMPLE:

1. The door's closed.
2. The brown door is closed.
3. The brown door is tightly closed.
4. The brown door, an eyesore, is tightly closed during testing.

* * *

- 9.1. Using a story from the reading text, examine sentences and remove various words and phrases to see how it effects the sentences. Let the student write the variations of selected sentences by removing words and phrases. Encourage them to experiment with moving words as well as deleting them.
- 9.2. Find a commercial advertisement for a product from the newspaper or a magazine. Delete the describing word and discuss if it sounds like an item someone would want to buy. Let the students compare both versions. Want ads of houses for sale make a good example for this lesson.
- 9.3. Using an overhead projector, provide examples of rambling sentences taken from student papers. Have a contest to see who can rewrite the sentences making them briefer without losing the essential meaning.

OBJECTIVE

RESOURCES

13. Distinguishes between the purposes of messages (selling and informing).
(M)

ACTIVITIES

NOTES

- 9.4. Find examples of verbose sentences in which simple ideas are presented pompously. Many of these sentences use jargon to express common ideas. They are also often humorous. Ask students to find an example of such a sentence, bring it to class, and provide a brief statement which would be more appropriate. VARIATION: Let the class collect verbose sentences and create a bulletin board display of their collection. Or let them collect euphemisms which seem humorous to them.

* * *

- 13.1. Construct a chart to demonstrate the amount of time or period of time devoted to messages intended to sell or to inform. Tell the children to watch television for a specific amount of time during a week, or give them alternative periods during which they should watch. Ask them to complete the viewing log (chart) which classifies the type of material viewed. Discuss with them how to discriminate the two types of messages. And let them generalize from their experiences just how much of their time is spent with each type of message.
- 13.2. Read a simple paragraph informing about an animal. Give general information about size, characteristics, and care. Ask the class to insert a selling sentence, such as, "It's a good idea to put on a Hartz flea collar to keep him more comfortable." VARIATIONS: Describe a house, a town with appealing sights, or any other topic which could be "sold" to the audience.
- 13.3. Let the students design a slogan, logo, or advertisement for a product they want to sell. It is best if the product is a creation of their imaginations rather than a real product. VARIATION: Let the class write an advertisement for their class or a subject they study in class. For example, let them design posters encouraging others to read.

* * *

OBJECTIVE

RESOURCES

14. Distinguishes between fact and opinion. (M)

14.1. Rubin, Dorothy. The Teacher's Handbook of Reading/Thinking Exercises. p. 87-92.

LIBRARY RESOURCES:

TA Fact or opinion
372.41 Instructo #2262
Fac ✓ Loc: Ike

15. Recognizes that spoken English is usually more informal than written English. (I)

15.1. Packard, Charles, Developing Writing Skills. Lexington, Mass.: D.C. Heath, 1981.
p. 80
Loc: Curric off.

ACTIVITIES

NOTES

14.1. Using a character from a popular television show, write seven statements of description about the character or actor. Make at least four of the statements opinion, such as, "He is the handsomest star on television" or "She is the smartest policewoman." Read the statements to the class and have them identify them as fact or opinion.

14.2. Write or discuss one or more reasons why this statement is an opinion and not a fact:

Santa Clause comes only to children who have been good all year.

14.3. Ask students to select their favorite television show and write one opinion and one fact about it. Let them read their sentences to the class and have the class decide which is an opinion and which is a fact. Instruct the students to watch for key words such as only, could, would, as I see it.

* * *

15.1. Ask students to explain some reasons for not smoking. Write their ideas down on the board or tape record their discussion. Then provide copies of the paragraph, "Attention All Cigarette Smokers" for students to compare to their discussion. Call attention to the similarities of ideas and differences in style of presentation.

15.2. Tape record a class discussion. After the discussion, ask students to write a short paragraph explaining their ideas on the topic. Have several students read their paragraphs to the class. Play the recording and compare the written and spoken language.

15.3. Use a sample from literature which attempts to convey spoken language in written form. Tom Sawyer and Huck Finn provide excellent examples of dialogue.

OBJECTIVE

RESOURCES

16. Recognizes simple subject in sentences with natural order. (R)

LIBRARY RESOURCES:

FSR Making English work for you
372.6 SVE, 1974
Mak Loc: Ike

ACTIVITIES

NOTES

16.1. Prepare tagboard or construction paper strips with a complete predicate written on each. Prepare a matching set of strips with subjects on them. Divide the class into two groups and distribute the subject strips to one half and the predicate slips to the other half. Allow one student at a time to read his/her paper strip to the class. If students in the class feels that their strips will complete that strip and form a sentence, they volunteer to read their strips. The reader has a choice of partner's strips. They match them and sit down. Another student reads a strip, and others volunteer a match. The game continues until all possible matches are made. Students enjoy the silly combinations left over after the matches are made.

16.2. "Who or What Game": Provide a list of predicates, such as:

...ate his breakfast.
...dressed for school.
...walked to the bus stop.
...was good.
...is too small.
...was late.
...went too fast.

Let the children write or tell who or what for each predicate. Ask them to identify if the subject is a who or a what.

16.3. Provide a bulletin board with a large hobo carrying a sack. Make a large pocket on one side of the hobo and mark it "Who." Make another pocket in his sack and mark it "What." Set aside one day to fill the hobo's pocket and sack with subjects for these predicates. Provide small slips of paper for students to write their names and their subjects. At the end of the day, count the correctly classified subjects. The student who has provided the most subjects wins a "hobo sack" of goodies. It is nice if the sack contains enough small candies for all of the students in the class.

* * *

OBJECTIVE

RESOURCES

18. Recognizes simple predicate in sentences with natural order. (R)

40

ACTIVITIES

NOTES

- 16.4. Make a deck of cards with matching subjects and predicates. Provide a list of the complete sentences contained in the deck, so students know which ones match. Let them play concentration, matching sentence elements rather than pairs.

* * *

- 18.1. "Grocery Basket": The teacher lists on the board a series of items that would go into a grocery shopping basket. The pupils use each item to create a sentence in which the item is the subject. The students must supply the predicate for the sentences.

- 18.2. Create a bulletin board which has four divisions: A.M., Noon, P.M., Midnight. Each student must think of ten verbs and write each on a card. These verbs should be actions that the child actually does. After the cards are written, the child places them on the bulletin board under the time that he/she usually does that activity. From the verbs and the times, have each child write five sentences, such as, "In the morning I read my reading book." At noon, we eat lunch." The teacher selects a variety of these sentences to write on a ditto or on the board. The students then identify the simple predicate in each of the sentences.

- 18.3. Create a simple board game in which the children throw a die to move a number of spaces. Each space or square has a sentence written in it. The child must identify the simple predicate in that sentence written in the space where he/she landed. If the child cannot identify the predicate, he/she loses a turn. The winner is the first to finish.

OBJECTIVE

RESOURCES

20. Separates a sentence into its two main parts (complete subject and complete predicate). (M)

20.1. "Goofy Sentences," I USED TO COULD SPELL WEDN - WENES - WENSDAY. Cushing, OK: Oklahoma Child Service Demonstration Center (Route #3, Hillside School, Cushing, OK 74023 Phone: 918-225-4711). p. 51

ACTIVITIES

NOTES

- 18.4. On the bottom of each well in an egg carton, tape a sentence. Place a bean in the egg carton and close it. The student shakes the carton and opens it to see which well holds the bean. The child must identify the predicate in the sentence taped in that well.

* * *

- 20.1. "Goofy Sentences": Provide short clear sentences written in natural order. Cut the sentences apart so the words are separate. First, tell the students how many words are in your sentence. Show the class one word from your sentence. Ask them to write down what they think your sentence is. Then, give them a second word and let them write down their guesses. Continue giving clues until someone guesses your sentence. Collect the guesses and let the students select about ten. Write them on the board or a ditto, and have them separate them into complete subject and complete predicate.

- 20.2. Provide patterns for a left shoe and a right shoe. Each student traces both shoes and cuts them out. On the right shoe, the student writes the complete subject of a sentence. The complete predicate of the sentence is written on the left shoe. Collect all of the shoes and distribute right shoes to one half of the class and left shoes to the other half. Let the student search for their matching shoes. Once all of the pairs are matched, let the partners decide how to decorate their shoes. They may use crayons, paint, etc. to create a matching pair. On a bulletin board create a heading, "Steps to Sound Sentences". After the pairs of shoes are decorated, students place them on the bulletin board.

OBJECTIVE

RESOURCES

21. Identifies a statement.
(R)

44

ACTIVITIES

NOTES

- 20.3. Provide each student with a piece of construction paper. Tell them to write five sentences on the paper. They should be scattered around the page. Using the idea of a jigsaw puzzle, the student cuts the paper so that the sentences are divided between the complete subject and the complete predicate. Each student creates a jigsaw puzzle of sentences. Store the pieces in separate envelopes so students may work the puzzles when they have time. VARIATION: Use pictures from magazines mounted on construction paper. Write the sentences on the back of the picture. Students put the pieces together inside a file folder. When the puzzle is correctly assembled, the student may turn it over and see the picture.

* * *

- 21.1. Ask the students to listen carefully in class today and write down at least five statements and who said them. All five of the statements should not come from the same person.
- 21.2. Students cut a circle from construction paper or tag board and make a wheel of "statement starters," such as "I am, we will, it is, we are, they could, and she may"...etc. Use a brass fastener to connect the wheel to a larger circle. The students add endings to form complete sentences.
- 21.3. Write a series of questions which can be answered easily. These questions may cover common events in the students' lives or material which has been studied in the class. Read each question and ask students to write statements which answer the questions.

* * *

OBJECTIVE

RESOURCES

22. Identifies a question.
(R)

ACTIVITIES

NOTES

- 22.1. Create five columns on the board labelled "Who, What, When, Where, and Why." Students search through a reading assignment which contains questions starting with these words. They list their found questions in the appropriate columns. Next have students write questions concerning the reading selection. Let them classify their own questions in the columns on the board.
- 22.2. Ask students to pretend that they are at a party and do not know each other. Explain the difference between yes/no questions and open-ended questions. Have them generate a list of open-ended questions which might help start a conversation with a stranger. Let them write down five or six questions each and share them with the class. VARIATION: In pairs, students role play meeting new people.
- 22.3. Rather than a Suggestion Box, prepare a "Question Box." Decorate a box with contact paper, paint, and appliques of brightly colored question marks. Label it the "Question Box." Provide a pencil and pad for students to write questions. On a regular basis, the teacher reviews the questions and brings interesting ones up for discussion. Some may stimulate individual or small group research projects, and others may deal with classroom procedures or projects. Students may even consider writing questions about ideas they didn't understand in the lessons. This should help the teacher know what needs review. Remind students to use a question mark when writing their questions.

* * *

OBJECTIVE

RESOURCES

23. Identifies a command. (M)

ACTIVITIES

NOTES

- 23.1. Create a character, King Command, for a bulletin board. Have a person asking a question, the King responding with a command, and the person saying he/she will execute the command. Create boxes in cartoon style sequence with the titles above the box, "Question, command, and Statement." Let students create three boxes of cartoons about King Command, and label their boxes which contain question, statement, and command. The children may want to create a story with their cartoons. Be sure to display all of the cartoons on the bulletin board.
- 23.2. Ask the students to keep a list of commands they have been given during the course of one day. They should write the commands using proper punctuation. Discussion of the number and types of commands may be revealing. Were they directed toward the individual or the group? Were there teacher-given commands that were repeated frequently? Remind them that sometimes these are clues for us that we need to improve in these areas of behavior.
- 23.3. Have students pretend that they will be King or Queen for a day. They should write a paragraph containing the major commands they would give for their kingdoms.

* * *

OBJECTIVE

RESOURCES

24. Identifies an exclamation.
(M)

50

ACTIVITIES

NOTES

- 24.1. Make punctuation marks from oak tag. Create large question marks, exclamation points and periods with bright-colored decorations. Distribute one punctuation mark to each child. The teacher or leader reads a sentence. If the child thinks that he/she is holding the appropriate mark, the child stands and holds up the punctuation mark. Start with easy sentences and work up to more difficult sentences. It is sometimes fun to use the same sentence with varying inflections, such as,

We're WALKING to the store?
We're walking to the store!
We're walking to the store.

- 24.2. Provide a model exclamation point. Children cut out an exclamation point and write familiar exclamations on their own exclamation points. Let them decorate and display their work.

- 24.3. Develop a list of common exclamations. Post a sheet of paper for class members to add more exclamations as they think of them. Title the sheet "Exclaim it like it is." Start the list with "Wow, yeah, go away, etc."

* * *

OBJECTIVE

RESOURCES

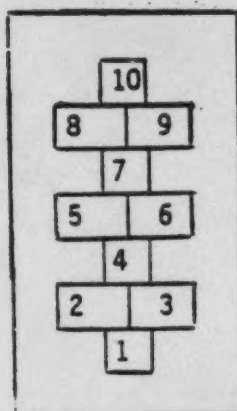
25. Distinguishes between a complete simple sentence and a sentence fragment.
(I)

52

ACTIVITIES

NOTES

- 25.1. "Sentence or Fragment Hop Scotch:" With tape or chalk, draw a regular hop scotch design on the floor. Provide several decks of cards made from construction paper. Each deck contains ten cards. The cards are numbered one through ten. Each player is assigned a deck of cards. (The decks may be color-coded.) The player tosses his/her marker into square #1, hops to that square, draws card #1, and identifies it as a fragment or complete sentence. If the player correctly identifies the fragment/sentence, his/her marker remains in that square. If the player misses the discrimination on the card, he/she must start over again. The object of the game is to complete the hop scotch by correctly discriminating fragments/sentences for all ten squares. VARIATION: Provide a deck of 20 cards and have the student turn around in square #10 and return to the start.



- 25.2. Writing complete sentences as answers to questions is a common problem. If the teacher asks why something happened, students usually respond, "because....", which produces sentence fragment. When reviewing reading selections, have the students write answers to questions concerning plot and characterization. Help them develop skill in using the question to generate the subject and predicate of the answer. Provide a worksheet with questions and spaces for them to provide answers with complete sentences. Perhaps they could use their papers to make a display of the proper

OBJECTIVE

RESOURCES

25.3. "Language Arts," Learning
Dec. 1980, p. 6

ACTIVITIES

NOTES

use of "because, when, and where" in writing answers to questions.

- 25.3. Sentence completion...with thought: Have students prepare stapled-together booklets of about six sheets of paper for recording their responses to each open-ended sentence situation. Each sentence goes on a separate page (along with an illustration, if you wish). Because students are under no pressure to deliver long dissertations, they can use their time to consider carefully their responses to each situation. Here are some suggested open-ended sentences:

...If I were invisible, I'd...

...If I had to survive on three foods, they would be...

...If I could be a person from history, I'd be _____ because...

...If I were shaped like a fruit or vegetable, I'd be a _____ because...

...If I could change one thing about the way I look, I'd change...

...The most important things to have when you're grown up are...

...The things I'll remember most about this year are...

Students work out wording and check mechanics on scrap paper before copying their completed sentences into their booklets.

Sentence completion of this sort works best as an occasional activity, which gives more importance to each sentence situation.

* * *

OBJECTIVE

RESOURCES

26. Recognizes a compound sentence. (I)

28. Provides a definition of a noun and identifies common nouns in sentences. (R)

ACTIVITIES

NOTES

26.1. Write compound sentences on different colored strips of construction paper. Cut each sentence apart into separate words. Store the words in an envelope for each sentence. The student may reconstruct the sentence by lining up the words in order. In some sentences, the order of the two clauses may be interchangeable. NOTE: Be sure to provide a comma on a matching square of paper.

26.2. "Crazy Compounds": Provide simple sentences without capitalization on strips of tag board. Write coordinating conjunctions, "and, or, and but" on strips of tagboard. Decorate the coordinating conjunction strips to emphasize them. Using at least six simple sentences and three conjunctions, let the students experiment with the combinations of strips to form as many compound sentences as possible. Have them write down all of the compound sentences they think of, and remind them to place the comma before the conjunction.

26.3. See WRITING STRAND, objective #14 for sentence combining exercise.

* * *

28.1. Students cut out words (nouns) from old magazines and make a collage picture of nouns by glueing them on colored construction paper. NOTE: This can be an individual or group activity.

28.2. Assign students to listen to a television show of their choice. They should bring a list of at least 25 nouns used during that show.

OBJECTIVE

RESOURCES

29. Identifies proper nouns in sentences. (M)

29.3. Richards, Barbara, Grammar Mysteries. Palos Verdes, Calif: Frank Schaffer Publications, Inc., 1977, p. 15.

ACTIVITIES

NOTES

- 28.3. Make a "Noun Clown" bulletin board. The clown juggles different colored balls with nouns written on them. Keep a supply of extra colored balls for students to change the nouns and add extra nouns to the board.

* * *

- 29.1. To help students understand common and proper nouns, have each student fold a sheet of paper in half, labeling one half "common nouns" and the other half "proper nouns." Ask students to write these common nouns in the appropriate column: rock group, television show, car, toy, team, baseball player, and television star. The children fill in their page with a proper noun for each common noun.
- 29.2. Personalize your study of proper nouns by asking each student to write a list of proper nouns that relate to his/her life. These could include, name, address, school, teacher, birthday, church, favorite teams, pets, etc. The student should write as many proper nouns as he/she can think of. They should then write a paragraph using their nouns in sentences.
- 29.3. Use the Grammar Mysteries coloring page to reinforce the discrimination between common and proper nouns. The words are colored differently to create a picture.
- 29.4. Using an overhead projector, provide sentences that were written by the students. Let the class identify the proper nouns and write the sentences correctly on their papers.

* * *

OBJECTIVE

RESOURCES

30. Provides a definition and identifies a pronoun. (M)

30.1. Birdseye View of Language Arts.
Fearon Pitman, pub., Inc., 1977.
p. 181.

30.2. Hoffman, Terry, Grammar Riddles,
Level 2. Palos Verdes, Calif.: Frank
Schaffer Publications, Inc., 1977, p. 3.

30.3. Richards, Grammar Mysteries, p. 17.

LIBRARY RESOURCES:

FS Nouns and pronouns
425 Filmstrip House
No Loc: C1

FS Words used instead of nouns
425 Ency. Brit., 1958
Wo Loc: C1, Jeff, Mad.

TP Pronouns
3M (I-32,33)
Loc: Mad.

ACTIVITIES

NOTES

- 30.1. Prepare a list of pronouns to be written on the board or listed on strips of paper. Write sentences on the board or on a ditto which use nouns rather than pronouns.
EXAMPLE:

John and Mary went to the movie, bought John and Mary's tickets, and enjoyed the movie.

Cal asked Dorothy and Phil to buy Cal a Snickers, and Cal ate the Snickers quickly while Dorothy and Phil watched.

Ask the students to replace the nouns with pronouns.

- 30.2. Use the Grammar Riddles worksheet to help students discriminate between nouns and pronouns. Students identify the underlined word as a noun or pronoun, circle the letter in the appropriate column, and use the letter to solve the riddle.
- 30.3. Have students color the nouns and pronouns in the Grammar Mysteries coloring sheet.
- 30.4. Prepare a list of words for a "Word Bee." Divide the class into two teams like a spelling bee. Instead of spelling the word, the student identifies the word as a noun or pronoun and gives a definition of the part of speech.

* * *

OBJECTIVE

RESOURCES

31. Identifies personal pronouns. (M)

31.1. Draper, Lowell A., A Curse on Confusion: An Individualized Approach to Clever Writing. Sunnyvale CA: Westinghouse Learning Corp., 1978.

ACTIVITIES

NOTES

- 31.1. "Pronoun Poker:" Make a deck of 52 cards with the following words instead of suits and numbers:

Interrogative Pronouns (each word appears on four cards for a total of 12 cards):

1. what 2. which 3. who

Personal pronouns (each word appears on two cards for a total of 22 cards):

- | | | |
|----------|----------|--------|
| 1. I | 2. me | 3. you |
| 4. he | 5. him | 6. she |
| 7. it | 8. we | 9. us |
| 10. them | 11. they | |

Nouns (each word appears on two cards for a total of 18 cards):

- | | | |
|----------|-----------|---------------|
| 1. boy | 2. girl | 3. man |
| 4. woman | 5. couple | 6. pair |
| 7. group | 8. person | 9. individual |

Using the rules of five card draw, play pronoun poker. The combinations below list the order of what beats what; from one pair that beats nothing to five interrogative pronouns that beats everything.

1. one pair
2. two pair
3. 3 personal pronouns
4. 3 nouns
5. a full house
6. 3 interrogative pronouns
7. 4 personal pronouns
8. 4 nouns
9. a full house of 3 interrogative pronouns and 2 nouns.
10. 4 interrogative pronouns
11. 5 personal pronouns
12. 5 nouns
13. 5 interrogative pronouns

OBJECTIVE

RESOURCES

31.2. Using Our Language, Level 4,
Teacher's Edition. Noble and Noble,
p. 120.

LIBRARY RESOURCES:

FS Mr. Pronoun: substitute
415 for mr. noun
M Eyegate
Loc: Ike, Lin, Mon

FS A second visit to mr.
415 pronoun
Se Eyegate
Loc: Ike, Lin, Mon

32. Identifies number (singular
or plural) of a pronoun.
(M)

ACTIVITIES

NOTES

- 31.2. Make a ditto which contains the following two poems. Ask students to circle all of the personal pronouns in the poems.

I scream
You scream
Even he and she scream
It screams
They scream
We all scream for ice cream

The Cold
I gave it to him.
But he gave it back to me.
Hachoo! Hachoo!
Now you have it too.
You gave it to her.
She gave it back to you.
Gesundheit! Gesundheit!
What are we going to do?
Hachoo, uh-oh!
Now they are blaming me.
Hachoo, ah-hem.
We gave it back to them.

* * *

- 32.1. Let the students in the class write the lyrics from two popular songs. If possible, have a student bring the record so the class can listen carefully and write the lyrics. After you have the complete lyrics, make a ditto with the words printed on it. Have the students circle the pronouns and list them on a separate sheet of paper, in two columns, singular and plural. Compare the two songs.
- 32.2. Review the personal pronouns in the two poems in 31.2. and ask students to classify them as singular or plural.
- 32.3. Provide a list of complete predicates which can take pronouns as subjects. Be sure to include both singular and plural predicates. Let the students complete the sentences with pronouns. Be sure to warn them to make the subject and predicate agree.

OBJECTIVE

RESOURCES

33. Uses pronouns number in agreement with antecedent.
(I)

ACTIVITIES

NOTES

- 32.4. Encourage students to collect titles of books, stories, poems, songs, and films which contain pronouns. Provide poster board shapes of a book, a sheet of paper, a phonograph record and a strip of film. Let the students write the title on the appropriate form, circle the pronoun, and decorate it. They add their titles to a display which is divided into singular and plural pronouns.

* * *

- 33.1. Create a Tic-Tac-Toe board with sentences in the squares:

Carol is a nice girl	Lance and I went to Disneyland	That book will make interesting reading
David and Carl want new bicycles	Maria is writing a letter to Mr. and Mrs. Jones.	Phyllis and George, stop talking!
My sister is going away to college	Close the door!	Robert was always friendly.

Write 10 cards with the following sentences:

1. She is courteous to everyone.
2. We enjoyed the day.
3. It is very popular.
4. They hope to earn the money.
5. The family will miss her.
6. Who will deliver it to them?
7. You are too noisy.
8. He was pleasant company.
9. You will catch a cold.
10. I will never know. (Wild card!)

Issue each child three beans or markers. Shuffle the cards. The first player draws a card and matches it to a sentence in a square. The player must identify: 1) the antecedent of the underlined pronoun, and 2) whether the pronoun is singular or plural. If correct, the player places his/her marker on that square. Players alternate until one has three in a row. Wild card draw, if recognized by the player, entitles the player to two turns in a row.

OBJECTIVE

RESOURCES

34.a. Forms possessive case of
nouns and pronouns:
singular not ending in s.
(M)

34a.2. Dawson, Mildred A., Elwell, M.A.,
Johnson, Eric W., and Zollinger, Marian,
Language for Daily Use, Orange, Teacher's
Edition. New York: Harcourt Brace
Jovanovich, 1978. p.T 13.

34.c. Forms possessive case of
nouns and pronouns:
plural not ending in s.
(M)

34c.1. Dawson, Elwell, Johnson, and
Zollinger, Language for Daily Use,
p. T 14.

ACTIVITIES

NOTES

- 33.2. Collect newspaper and magazine articles and distribute to the students. Or ask students to bring articles of interest from home. Have the students circle the pronouns in the article and draw a line pointing to the antecedent. Let them count the number of singular and plural pronouns. Compare the number of singular and plural pronouns in articles on different topics.

* * *

- 34a.1. Possessive Teakettle: Student's play the teakettle game where they decide upon a word while one student is out of the room. In this version, the word must be something that people in the class possess. For example, it could be hair. When the student returns to the room, one starts with a statement substituting "teakettle" for the agreed-upon word. "Leslie's teakettle is red. Brian's teakettle is black. Marcia's teakettle is curly", etc... The student tries to guess what is the teakettle.

- 34a.2. Write the following sentences on the board:

I possess a blue car.
I possess a television.
Sue possesses a radio.
You possess a bicycle.

Discuss the meaning of "possess", stressing ownership. Have the students substitute possessive nouns in the above sentences. Be sure to remind them to use the apostrophe before the s.

* * *

- 34c.1. Have students write two nouns, one singular and one plural, on a small piece of paper. Collect the papers, shuffle them, and pass them out. Check to be certain that no students have received their own words. Then have each student write two sentences using each of the words as a possessive. Let them exchange papers and read each other's sentences aloud to the class.

OBJECTIVE

RESOURCES

35. Recognizes and defines a verb. (R)

34c.2. Language 5: Ginn Language Program Teacher's Edition. Lexington, Mass.: Ginn and Co., 1979, p. 221.

LIBRARY RESOURCES:

FS Possessive mr. noun
415 Eyegate
Pos Loc: Lin

FS Singular and plural mr. noun
415 Eyegate
Sin Loc: Lin, Ike

TP Using possessive nouns
425 Instructo, 1969 #871-43
TP, 2 overlays
Loc: Jeff

TP Possessives
428 3M, 1966
Loc: Ken

35.1. Language for Meaning, Teacher's Edition. Boston: Houghton Mifflin Co., 1978, p. 123.

35.2. Language for Meaning, p. 128.

LIBRARY RESOURCES:

PT Nouns and verbs
428 3M
Nou Loc: Mad

TP Descriptive verbs
428.2 VMI, 1871
Des Loc: Lin

TP Identifying state-of-being
425 verbs
Ide Instructo, 1968 #871-55
1 TP, 3 overlays
Loc: Jeff

ACTIVITIES

NOTES

- 34c.2. Draw a large piggy bank and label it the "Possessive Pronoun Piggy Bank." Mark off a rectangle in the center and write in the following words:

my, mine	his, his	our, ours
your, yours	her, hers	their, theirs
	its, its	

Make a poster with the following rules:

1. The first word in each pair is always used with a noun.
2. The second is always used by itself.
3. When you write possessive nouns, you use apostrophes. But possessive pronouns never have apostrophes.

Have the students select six words from the pronoun bank and write a sentence with each. Provide paper cut in the shape of coins so they may write their sentences to go into the piggy bank, or let them create a bulletin board.

* * *

35. Have the students act out the actions in verbs by playing charades. Pupils pantomime actions named by various verbs. As the class guesses the verb, the teacher writes it on the board. Later, students may select five verbs from the list on the board to use in sentences.

- 35.2. Working in pairs, or as a class, students play a game using forms of the verb to be. Player #1 names either a subject or a form of be. Player #2 supplies whatever is needed to go with the word given by player one. EXAMPLE:

player 1: you	player 2: are
player 1: is	player 2: she

OBJECTIVE

RESOURCES

36. Recognizes helping verbs.
(M)

72

ACTIVITIES

NOTES

- 35.3. On The Job. In this activity, each student observes a person--inside or outside the school--performing some task or involved in a job. After a specified amount of time--one hour, one evening--the child writes what he/she has observed, using specific verbs to describe the tasks. Later, students can exchange papers and discuss what makes for interesting reading.

* * *

- 36.1. "Being Dominoes:" Cut pieces of poster board 4"x2". Make a domino game by marking dots on each piece of poster board. On each side of the domino write either a helping verb or an action verb. Players must match like number of dots and like verbs together. Any number of dominoes can be made. Place all dominoes face down. Two players draw five dominoes each. Taking turns, they try to match like number of dots to like verbs. The dominoes may be matched in any direction. When each player has used all, or cannot use any of the remaining dominoes, he/she may draw from the dominoes that are placed face down. Score is kept by adding the number of matched dots.

- 36.2. Prepare a large construction paper wheel approximately 15"x18" in diameter. Write the following helping verbs on the outside of the wheel:

will	is	are	was	were
has	have	had		

Place the wheel on the left side of a large bulletin board.

Use a small disc of cardboard (6"x8" in diameter) or a plastic lid from a cottage cheese carton to make a spinner. Draw or paste an arrow on the disc. Attach the disc to the center of the large wheel with a small brad or nail so that it can be spun. On the right side of the bulletin board, mount a piece of chart paper on which lines for sentences have been drawn. Provide a felt-tip pen. The student spins the spinner to a helping verb, and then must write a sentence on the page.

OBJECTIVE

RESOURCES

37. Identifies present tense.
(M)

Richards, Grammar Mysteries,
p. 33.

Birdseye View of Language Arts
Palos Verdes, Calif.: Fearon
Pittman, p. 150.

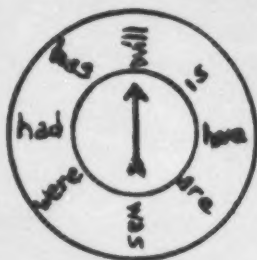
Synonyms Sentences and Spelling Bees
p. 48.

ACTIVITIES

NOTES

Students try to keep the sentences related in some way as they take turns spinning and writing.

SPIN A HELPING VERB



WRITE A SENTENCE

1.	_____
2.	_____
3.	_____

* * *

- 37.1. Have students write headlines for a newspaper using current events or class events. Tell them to be sure to use present tense. They may want to design a front page of a newspaper for the class. Let them write short articles explaining the headlines.
- 37.2. "Who is it?" Ask students to carefully observe a school employee (a teacher, office worker, cafeteria employee, or custodian) and to write a detailed description of the person. Tell them they must use present tense in describing physical and personality traits. Ask them to be careful to show respect for the individual and focus on positive traits. Have the students read their descriptions to the class, and class members will try to guess who is being described.

* * *

OBJECTIVE

RESOURCES

38. Identifies past tense.
(M)

Richards, Grammar Mysteries, p. 34.

Resnick, Abraham, 350 Ideas for Teachers
Darien, Conn.: Teachers Publishing Co.,
1961, p. 43.

38.3. Good Apple Newsletter

ACTIVITIES

NOTES

38.1. Have students write paragraphs about something that happened in the past. Each student should read his/her paragraph orally and identify the verbs.

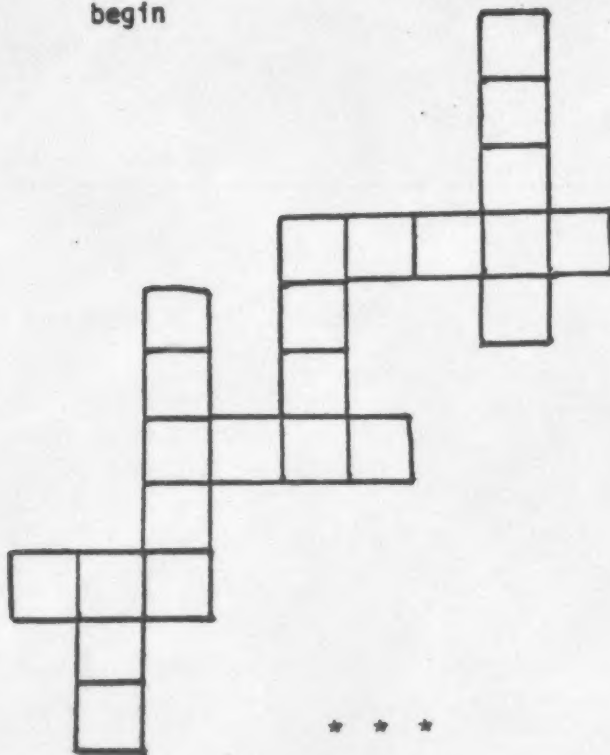
38.2. Epitaphs are inscriptions written on a tomb or monument in memory of one buried there. Have pupils write epitaphs about important historical figures of the past.

38.3. Copy the following grid and ask the students to put the past tense of the following verbs in the grid so they all fit.

drive
drink
begin

eat
run

swing
give



OBJECTIVE

RESOURCES

39. Identifies future tense.
(M)

Richards, Grammar Mysteries, p. 35.

40. Uses verb number in agreement with subject. (M)

Birdseye View of Language, p. 154.

ACTIVITIES

NOTES

39.1. Ask pupils to write a paragraph about something they plan to do in the future. Have them read their paragraphs aloud and identify the verbs. Let them compare the paragraphs written in past and future tense, list the verbs, and match the ones which are different tenses of the same verbs. (See activity #38.1).

39.2. Spray paint an old basketball, soccer ball, or a balloon silver. Tell the students that the crystal ball is believed by some to be able to predict the future. Each child should write a prediction of what will happen in the future. Let them brainstorm ideas about the future of the world, technology, schools, and individuals. Each child is to write his/her prediction on a slip of paper and tape it to the crystal ball.

39.3. Make a set of cards using past, present, and future tense of various verbs. Use the cards to play rummy or concentration.

* * *

40.1. Provide coat hangers, string, paste, and construction paper for students to create mobiles. They may create a mobile using singular and plural verbs or nouns and color coding them. Or they may want to create a mobile of subjects and predicates color coded according to number.

40.2. Make a grid of squares with five squares across and five squares down. In each square write a complete predicate from a sentence. Be sure to include singular and plural verbs. On matching cards, write the complete subjects for the sentences. Students draw the cards and match them to the corresponding squares to complete the sentences. The first one to get five in a row is the winner.

OBJECTIVE

RESOURCES

41. Identifies contractions and
their component words.
(R)

40.4. Good Apple Newsletter

80

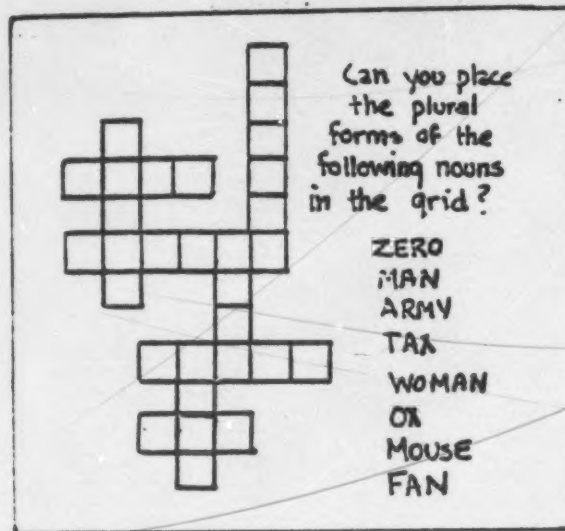
41.2. Word Puzzles. Milliken Publishing Co.,
1975. p. 3. Loc: Curric off

ACTIVITIES

NOTES

- 40.3. Provide a list of sentences which contain common problems in subject-verb agreement. But be sure to provide the proper subject-verb agreement. Have the students read the sentences aloud into a tape recorder. Let each student listen to his/her own recording. This ear training is important in getting the proper agreement to sound natural.

- 40.4. Use the grid below for students to practice forming plural forms of nouns.



* * *

- 41.1. Contraction Dominoes: Using index cards, make dominoes with the component words on the left side and contractions of different words on the right side. On other cards, reverse the order of contractions and component words. Make as many different combinations as you can. Give out all the cards. The first player lays down a contraction domino. The second player tries to match it. Play continues with players trying to match contractions with component words. The first player to use all his/her cards is the winner.

- 41.2. Use the "Contraction Contraption" crossword puzzle.

* * *

OBJECTIVE

RESOURCES

42. Uses proper subject-verb agreement with contractions.
(M)

43. Identifies and defines an adjective. (M)

43.1. "Language Arts," Learning
Dec. 1981, p. 7.

Richards, Grammar Mysteries,
p. 38.

LIBRARY RESOURCES:

TP Adjectives and adverbs
428 3M (I-46)
Adj Loc: Mad

CC Frogs are funny, frogs are fat:
Adjectives
16 MM P-elem 10 min
BFA
Loc: CC

ACTIVITIES

NOTES

42.1. Collect several cola bottles and paint them or cover them with contact paper. On each one tape a card which has a contraction written on it. Arrange the bottles on the floor in a circle or triangle shaped group. Provide an embroidery hoop for a ring toss. The student tosses the hoop over the neck of a bottle. The contraction on the bottle is read, and the pupil must use that contraction in a sentence with proper subject verb agreement. Each correct sentence earns the player one point. Children take turns tossing and forming sentences. If another child rings the the same contraction bottle, he/she must form a new sentence to earn a point. Play continues until one player earns 11 points.

42.2. Make several tied knots shapes from construction paper. On each one write the component words for the negative contractions, cannot, will not, etc.. Make a bulletin board display entitled "Knotty Sentences". Students write sentences using the contractions to be placed under each of the knots on the bulletin board.

* * *

43.1. Language Land: On a duplicating master, draw a standard follow-the-path game track whose sections are large enough-about two inches wide and one inch high-to accommodate words cut out of printed materials. Distribute a copy of the game sheet to each student.

Have students look through magazines and catalogs for small pictures of objects (nouns), including people. Each student cuts out enough pictures to put one near each section of her/his sheet. Each picture should be glued to the right of the section and labeled with an appropriate noun (to be decided by the game sheet owner). Students then exchange game sheets, and the game playing gets under way.

OBJECTIVE

RESOURCES

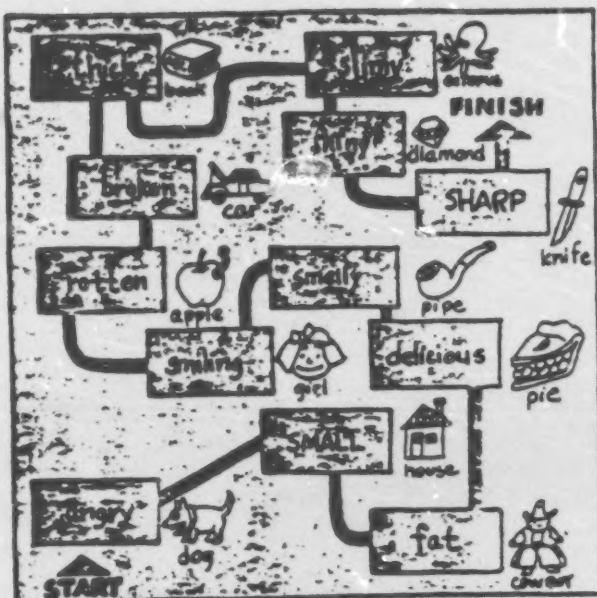
84

ACTIVITIES

NOTES

At a signal, each player grabs a magazine and begins the race toward the end of the track. His/her progress will depend upon finding an adjective in print that logically fits the noun in each sequential section, and then pasting that word to the left of the noun. As soon as a player completes the course, s.s/ she takes the game sheet to the teacher, who checks to see if the student is on the right track with adjectives and nouns. The first player to correctly complete the course is the winner.

The game may be made more challenging for advanced students by having them use pictures that represent abstract nouns, such as "laughter" or "anger."



- 43.2. Ask students to think of descriptive words, such as adjectives as they write in response to this imaginary view.

Describing Details: Imagine yourself on a windy day behind a tightly closed window overlooking a city street, a parking lot, a country field, or your own block. What are all the things you would see that would tell

OBJECTIVE

RESOURCES

44. Recognizes articles and
determiners. (M)

2

ACTIVITIES

NOTES

you a strong wind was blowing? What would be flying about? What would be scurrying along the ground, floating in the air, circling in the sky? How would people be walking? What happens to trees and grass and hair and scarves and squirrels' tails in a fierce wind? Write down everything you can think of. Don't make a list. Write out a whole sentence for each idea.

- 43.3. Bring a sack full of objects to class. Remove the objects one at a time and ask for property words which describe each object. Accept all answers. After the lists have been generated, apply the term adjectives. Then select a new object and have the children generate the adjectives which describe the object.

- 43.4. Using song lyrics projected by an overhead projector, ask students to select the descriptive words, or adjectives. Ask them to read the sentences without the adjectives to hear the difference. Some pupils may want to try their hands at writing song lyrics. For a first attempt, they may want to use the meter of the lyrics projected.

* * *

- 44.1. Ask the children to cut two or three pictures of objects from magazines and paste them on the right side of a page. They should write the names of the object below each picture. On the left side of the page, in a column, have them write all of the articles and determiners that could precede the name of that object.

OBJECTIVE

RESOURCES

45. Identifies and defines an
adverb. (I)

LANGUAGE FOR MEANING WORKBOOK
pp. 123, 125.

- 44.2. Determiner "Apple Barrel:" Make a worksheet by drawing two barrels for apples. Label the barrels "Determiners" and "Nouns". Inside each barrel draw apples in a pile. On each apple in the first barrel, write a noun. Be sure to include both singular and plural nouns. On each apple in the second barrel, write determiners. At the bottom of the page provide five to ten spaces for sentences to be written. Write these instructions on the page. "Take an apple from each barrel. Be sure the determiner and the noun agree in number. Write sentences using the determiners and nouns you chose. Remember to use proper capitalization and punctuation in your sentences."

* * *

- 45.1. In The Manner Of The Word: Have one student leave the room. The rest of the class decides on a word that describes the way people sometimes do things, for example, slowly, quietly, nervously, happily. Then the class decides on several ways to act out the word, and on one or several students to perform the various actions. The actions may include talking, walking, singing or writing in the manner of the chosen word.

The student who has left the room is then called back in to try to guess the adverb being demonstrated. If the student fails to guess the word from the various "rehearsed" actions, she/he may ask classmates to perform another action in the manner of the word. For example, the child might ask them to demonstrate the word by skipping or laughing or shaking hands. She/he continues to assign tasks and to make guesses until time is called.

- 45.2. Activating Adverbs: To help explain the role of adverbs, try this Charades-like game with students. On several dozen slips of paper, write such directions as "Hop across the room" or "Clap your hands." Put the slips in a hat or other container.

Give each student a piece of paper that has been folded in half. Then have students, in turn, draw one of the slips of paper from the

OBJECTIVE

RESOURCES

46. Provides a definition of a conjunction, and identifies coordinating conjunctions in sentences. (I)

46.1 Anderson, Paul S. Language Skills In Elementary Education, MacMillan, Chicago, IL., p. 384, 385.

ACTIVITIES

NOTES

hat. The first child reads the direction and performs the action; the other students observe the action, write down what the child did on one half of their papers and, using an adverb, how he/she did it on the other half. For example, in response to a girl who clapped her hands, a student could write "clapped hands" on half the paper (what) and "gently" (how) on the other half. When everyone has had a chance to perform, compile a list of the adverbs used and discuss student's choices.

* * *

- 46.1. Procedure: Put sentences on board or make a ditto. Have pupils join sentences by adding conjunctions and commas.

1. Marvin will speak. We will take notes.
2. Jules will sing. He will hum.
3. The rain stopped. The wind kept blowing.
4. The man choked. He coughed.
5. Lisa must return early. She will not go again.
6. I ran all the way. I was late.
7. They sang songs. They recited poems.
8. Paula will study. She will ride her bike.
9. Ken chopped the wood. Tom swept the floor.
10. We must hunt. We will not find it.

- 46.2. Know Your Conjunctions: Provide students with sentences on the board or on cards. Divide class into three teams, "And" "But" and "Or". Each team will choose two sentences that can be connected with their conjunction. They must be sure to provide the comma. They provide their conjunction sentence to the teacher. If correct, they score a point. The team with most points wins.

John went to town. He bought a hat.
I hit the ball. My dog chased it.
They play upstairs. We play downstairs.
You keep quiet. You will leave.
I stayed up late. I got up early.

* * *

OBJECTIVE

RESOURCES

- | OBJECTIVE | RESOURCES |
|---|-----------|
| 47. Provides a definition of an interjection, and recognizes interjections in sentences.
(I) | |

ACTIVITIES

NOTES

- 47.1. Provide a list of interjections on the board, such as: Oh, ouch, wow, no, hi, hooray, look, help, and no! Ask the students to select an interjection and draw a picture to illustrate that word being used.
- 47.2. Part of Speech Baseball. Use a 12" square of oak tag to make a baseball diamond. Mark all of the bases and home plate. Make a deck of oak tag cards with sentences written on them. On ten of the cards write "single" on one side of the card and a sentence with a noun or verb underlined on the other side. On another 10 cards write "double" on one side and a sentence with an adjective or adverb underlined written on the other side. On a third set of cards, write "triple" on one side and sentences containing a conjunction or an interjection underlined on the other side. Make three "home run" cards with no sentences. Make seven "Fly out" cards and seven "Strike Out" cards. These have no sentences written on the back. Shuffle the cards and place with the sentences facing up. Each child places a marker on home base. The first draws a card, identifies the part of speech underlined in the sentence, and moves his marker the appropriate number of bases. If the part of speech is not correctly identified, the marker is not moved, and the card is returned to the bottom of the pile. Each child draws, identifies the part of speech, and moves, taking turns. Each time a player passes home base, a point is earned. The game ends after each player has taken nine turns. The player with the most points is the winner. NOTE: The teacher may want to provide an answer key for the cards or code the answer on the back of the cards, so students can check the identification of the parts of speech.
- 47.3. Supply a list of interjections on the board. Write the following sentences:
1. Call the doctor
 2. He swallowed a penny.
 3. Buy a paper.
 4. We won the game.
 5. That hurt.
- Ask students to add interjections to these sentences. Let them read their sentences to class.

OBJECTIVE

RESOURCES

50. Uses the exclamation point to close exclamatory sentences. (M)

50.1 "Developing Competency in Capitalization and Punctuation."
Super Sheets I. Carthage, Ill;
Good Apple.

50.2 Smith, James A. Creative Teaching of the Language Arts in the Elementary Schools. Boston;
Allyn & Bacon, Inc., 1973. p. 310.

50.3 Smith, James A. Creative Teaching of the Language Arts in the Elementary Schools. Boston;
Allyn & Bacon, Inc., 1973. p. 310.

LIBRARY RESOURCES:

FS Period, question mark and
421 exclamation
Pe Loc: C1

51a. Uses the comma to set off or separate: words or phrases or direct address. (M)

ACTIVITIES

NOTES

- 50.1 Have pupils write an exclamatory sentence for the following situations:

You earn the highest score on a test.
You find the solution to a difficult puzzle.
You invent a toy that becomes a success.
Your team wins a game.
You accomplish something unusual.
You find a large sum of money.
You find a hidden treasure.
You discover something new.
You inherit a fortune.
You finally learn to work with fractions.

- 50.2 Fun with Sentences - Collect magazine pictures and mount them. Use each picture for inspiration to write a statement, a question, an exclamation or a command sentence. If children write on strips of paper, they may display their sentences by tacking them under each picture on the bulletin board.

- 50.3 Fun with Sentences - Ask children to try their hand at writing three-sentence stories. Each story must contain a question, a statement and an exclamation. This can be used at many grade levels. EXAMPLE:

Run Away

Oh! Oh! Spot ran away. Did you see him go?

* * *

- 51a.1 Seven Up Game - Seven children are selected to come to the front. One is appointed leader. The leader asks those at their desks to put their heads down. The seven move around the room, each touching one of the heads that is down. As a child is touched, he raises a hand to indicate he has been selected. When the seven have returned to the front, the leader commands "Heads UP!" A second direction, "Seven Up" is given and the seven who had been touched stand. The leader then calls on one of the seven, who has three guesses to determine who touched

OBJECTIVE

RESOURCES

51b. Uses the comma to set off or separate: city and state. (R)

51c. Uses the comma to set off or separate: Various parts of a date. (R)

51c.1. Abraham, 350 Ideas for Teachers, Teachers Publishing Corporation, 1961.

51c.2. Resnich, 350 Ideas for Teachers, p. 43.

him. The child asks, "Tom, was it you?" Tom answers "Yes, it was I", or "No, it was not I." If the child guesses correctly, he takes the place of the one who touched him. When all seven who were touched have made three guesses, the game continues with a new leader. Write the form of the questions and answers on the board: Have students copy them, using the commas properly.

- 51a.2 Using their own sentences, have the students discuss why commas follow names or yes and no at the beginning of sentences. (When a pause follows)

No, dogs are not allowed in the park.
No dogs are allowed.

* * *

- 51b.1 Locate a state and find its capital. Have children write: "City, State." They can be border states of Oklahoma, an alphabetical listing of states, or states in a region being studied.

- 51b.2 Each child writes name and addresses for a class directory. Tell them to include city and state in their addresses. Have them check their own work to see that a comma separates city and state.

* * *

- 51c.1 Arranging Events in Chronological Order - Have the class arrange in regular or orderly succession in time, space or other logical sequence, persons, things or events, so as to understand and appreciate the topic in relationship to its proper setting. Use numerical order listings, time lines or charts. Provide the class with disorganized rosters for proper rearrangement and groupings by era.

- 51c.2 Glossaries, Events - A glossary is a partial dictionary dealing with a particular subject, explaining the terms or words of that subject. Have a class take key events from a unit of

OBJECTIVE

RESOURCES

51d. Uses the comma to set off or separate: direct quotations. (I)

51d.1. Word Puzzles, Milliken Pub. Co 1975, p. 5.

51e. Uses the comma to set off or separate: salutation and closing of a friendly letter. (M)

ACTIVITIES

NOTES

a study, interpret the words, and make a comment about each. Entries would be made in their glossary booklet. The booklet may cover but one unit, or be extended over the work of a number of units, if not the entire term. Pictures may accompany the notes of explanation.

* * *

51d.1 Girls compete against the boys in a recognition game of placing the comma in the correct place in direct quotations. Provide sentences written on cards with the commas omitted. A girl takes a card and tells where commas belong. If correct, the girls team scores one point, then the boys have a turn. The group with most points wins.

51d.2 Have two pupils act out a short conversation. Tape record the conversation, and write the words on the board. Then ask the class what parts are direct quotations and have them insert commas in the correct places.

* * *

51e.1. Write on the board:

Greetings

Dear Laurie

Dear Craig

Dear Harvey

Closings

Your friend,
Mora

Your cousin
Wilma

Your friend
Ira

Have the students write these letters and use the comma after the greeting and salutation.

OBJECTIVE

RESOURCES

51g. Uses the comma to set
off or separate: items
in a series. (M)

109

ACTIVITIES

NOTES

51e.2. Write a thank-you letter to parents who have helped your class, i.e., Halloween party. List items provided and divide class to write to parents. Each child writes on letter; every parent receives at least 3 "thank you's." Check for commas after salutation and closing.

51e.3 See objective # 58g. for additional letter writing activities.

* * *

51g.1. "Search Out:" Make 20 to 30 oak tag sentence strips 2"x10". On each strip write a sentence using items in a series or nouns of direct address, or both. Cut 3"x5" oak tag pieces into the shape of a magnifying glass and print a comma on each one. Make 30 to 40. Distribute a sentence strip to each player. The first player rolls a pyramid block or a die. If he/she rolls a number, the child takes that number of magnifying glasses. The child uses the magnifying glass commas to punctuate the sentences on the sentence strip. If the student rolls a star, or a six on the die, that pupil may draw a comma from another player's hand. If the player correctly completes the sentence on his/her strip, that child may draw another sentences on the strips. The child with the most commas correctly placed wins, having "searched out" the most commas.
EXAMPLE:

Mary, please go to the store and buy apples, oranges, grapefruit, peaches, grapes, and pears.

51g.2. Ask the class to write sentences containing items in a series. The series may be names, objects, verbs, etc. Have them write their examples on the board and let the class punctuate them.

* * *

OBJECTIVE

RESOURCES

51h. Uses the comma to set
off or separate:
Compound sentences.
(1)

102

51h.1. Locate examples of run on sentences written by the students in class assignments. Copy these examples on the overhead transparency for class discussion. The class discusses the sentences and punctuates them properly. Do not identify the authors of the sentences, but let the students know that these examples were taken from their papers.

51h.2. Compound Butterflies: Make a set of butterflies cut from oak tag and outlined with a felt tip marker. Inside one wing, print an independent clause, and inside the other wing, print another independent clause. Give each student a butterfly and provide the comma before the coordinating conjunction. Ask them to color their butterflies lightly, so the printing still shows through. Each child writes his/her compound sentence on a piece of paper to see how it looks. The butterflies are then used to decorate the room.



OBJECTIVE

RESOURCES

52. Uses the colon to show hours and minutes numerically. (R)

53. Recognizes the need for quotation marks in short direct quotations.
(unbroken) (4)

53.2. Educational Insights Box on
Language Skills Is-12

LIBRARY RESOURCES:

FS Quotation marks and italics
421 McGraw
qu Loc: Mad

FS Writing conversation
425 Ency. Brit.
wr Loc: C1, Jeff, Mad

ACTIVITIES

NOTES

- 52.1. Draw five clocks showing these times: half past three, fifteen minutes until twelve, twenty minutes past six, eight o'clock, thirty minutes past eleven.

Have the pupils change these times by using numbers and the colon. Write under each clock. i.e., 10:30.

- 52.2. On the bottom of the wells in an egg carton, tape slips of paper with clock faces showing different times. The student places a bean in the egg carton, shakes it, and writes the time represented by the clock face on which the bean landed.

* * *

- 53.1. Use cartoons from newspapers or other sources to compare how the clouds are transformed onto a written page by use of quotation marks. Children know that the words enclosed in the "balloon" above a comic strip character are the words he/she is saying. Have the children draw a series of characters and enclose the spoken words in a balloon. The endings, such as "asked John," are written outside of the balloon. Then have them write the conversation in a series of sentences using quotation marks. Brainstorm some alternatives to the word "said," such as, answered, asked, replied, remarked, stated, etc.

- 53.2. Who said What?
After class party, special trip, or guest to the school, ask each to make a short statement, such as, "I liked the juice." List five or ten such sentences. Then note that we have no way to tell later who made each statement. Putting their words into quotation marks and adding "said Mike," will help us remember who said what.

* * *

OBJECTIVE

RESOURCES

54. Recognizes the need for quotation marks with titles of short stories (short works).
(M)

- 54.1. Have the children write a review of a short story, using quotation marks around the title. Compare a book to a whole house. The house needs a foundation under the whole thing.
- 54.2. Explain that a book is made up of chapters or stories. House is made up of rooms: each room has walls " ". House _____ has room here " ". Quotation marks show the rooms in books.
- 54.3. Use song titles as examples of short works. Let students list their favorite songs and bring the record. Let them write humorous song titles and who the recording artist should be. Or let them try their hands at songwriting, or creating new lyrics for tunes.
- 54.4. Use magazine articles as examples of short works. Have them locate an article on an assigned topic. They could identify the major ideas and cite their source, using quotation marks around the title of the article and underlining the title of the magazine. Variations: Use newspaper articles. This activity correlates easily with Social Studies.

* * *

OBJECTIVE

RESOURCES

55. Recognizes the need for the apostrophe with possessive case of nouns. (M)

55. Smith, Creative Teaching of the Language Arts in the Elementary School. pp 288-289.

The Fun Book of Capitalization and Punctuation. Palos Verdes, Ca.: Frank Schaffer Publications, Inc., 1977. p. 20.
Loc: Curri Off

LIBRARY RESOURCES:

FS Apostrophe
421 Popular Science
Ap Loc: McK

FS Apostrophe and quotations
421 SUE
Ap Loc: McK

100

ACTIVITIES

NOTES

- 55.1. Use construction paper apostrophes.
To help children visualize apostrophes
used in the possessive.

Let the children paste the apostrophes
on cards with possessive forms.

John - s book

children - s toys
boys - lockers

- 55.2. Print phrases on strips of cardboard.
Cut a slit in the cardboard where an
apostrophe is to be placed. On smaller
cardboards make many small apostrophes
which fit in the slits. Children can
tell where they think the apostrophe
belongs and then check by putting it in
the slit. This is a spoonfeeding
technique which makes it almost impos-
sible for a child to get an incorrect
visual impression when he is learning
about apostrophes. These cards can be
set in a pocket chart before the class
for individual use.
- 55.3. Make cards of individual nouns and
possessive nouns. Cut the letter s
from the possessive nouns. Make
several apostrophes to fit before or
after the letter s. Paste pieces of
flannel on all the pieces and play games
with them by having the children build
singular and plural possessives on the
flannel board.

OBJECTIVE

RESOURCES

56. Uses the apostrophe to indicate omitted letters in a contraction. (R)

56.1 Forte, Imogene and MacKenzie, Joy, Kid's Stuff, Nashville: Incentive Publications, 1969. p. 154

110

ACTIVITIES

NOTES

Modern studies in linguistics have contributed a great deal to new concepts about the teaching of grammar and word usage. The structuralists state that the noun is distinctive from other words in that it can be made plural and possessive and that this is a property unique to nouns.

After discovering and using the technique suggested above for checking possessives, children can be asked which words from lists created by themselves can be made possessives. Can these words also be made plural? The children have then discovered which words in their lists are nouns.

Possessive Nouns

Nouns

boy | | s

books

girl | | s

room

* * *

- 56.1. "Word Basket Turnover:" Provide a set of cards on which contractions have been written to half of the pupils. Give the other pupils cards bearing the component words of the contractions. Ask one pupil to be the "Apostrophe" and hold a large apostrophe. As the teacher says either a contraction or component words of a contraction, the pupil holding the card with the contraction and the pupil holding the card with the component words change seats. "It" tries to get a seat. The pupil who doesn't get a seat becomes the apostrophe.

111

OBJECTIVE

RESOURCES

57. Underlines titles of
books (longer works).
(M)

57.1 Englebright, Curtis, "Sixty-
one Ways to Tell About Books."
Loc: Curric. Office

57.2 Englebright, "Sixty-one Ways
to Tell About Books".

ACTIVITIES

NOTES

56.2 Self-Checking Contraction Cards - To help students become familiar with contractions and the words from which they're derived, let them work with self-checking contraction cards. To make one card, cut a strip of paper 3" x 9" and on it write the two words from which a contraction is made - for example, I will. Write the words so that the end of the strip can be folded over to cover the word that is contracted: in this case, will. On the folded-over section, write the contracted form: 'll. When the child holds the folded card, he/she reads I'll. To check the derivation of the contraction, he/she simply flips back the folded-over section to see I will.

56.3 Prepare a lesson to aid students in discriminating between its (possessive) and it's (contraction). Write several examples on the board and let them explain the difference. Have them collect examples and create a bulletin board display.

* * *

57.1 Have each student create a poster advertising a book he/she recommends to fellow students. Be sure the title is underlined.

57.2 Have students write a book review for a newspaper or magazine and really send it for possible publication.

57.3 Organize the class into small groups. Each group will write a simple questionnaire (yes or no answers) for the class. They will ask about reading preferences, types of books, authors, and titles. Each group administers their questionnaire, tallies the results, and reports their results back to the class.

* * *

OBJECTIVE

RESOURCES

58b. Capitalizes: countries
nationalities, races,
languages, and geo-
graphic and place
names. (M)

58b.3. "Place Name Game" sheet with sample
stories are available in the curriculum
office.

811

114

ACTIVITIES

NOTES

- 58b.1 Here and There Study - A here and there study is designed to have the student make comparisons of a known local situation to that of an unfamiliar distant place.

In chart form or under itemized topics, the student makes direct contrasts between the two places. For example, in a here and there study of the United States and Russia, he may wish to compare the two nations as to size, population, resources, types of climates, mathematical location, industries, type of government etc.

- 58b.2 "Town Talk" - Make a worksheet for children to create humorous town names:

TOWN TALK

Create a name for a favorite town by making up puns.

Example: Garbage, Kan. Eggs and Bay, Conn.
Hippopotta, Miss. Income, Tex.

Try these:

_____	Ala.	_____	Ariz.
_____	Ark.	_____	Cal.
_____	Colo.	_____	Conn.
_____	Del.	_____	Fla.
_____	Ga.	_____	Ill.
_____	Ind.	_____	Kan.
_____	Ky.	_____	La.
_____	Ma.	_____	Mass.
_____	Mich.	_____	Minn.
_____	Miss.	_____	Mo.
_____	Mont.	_____	Neb.
_____	Nev.	_____	Okla.
_____	Ore.	_____	Pa.
_____	Tenn.	_____	Tex.
_____	Va.	_____	Wash.

- 58b.3 "Place Name Game": Students write imaginative stories about how places got their names. These stories encourage students to hypothesize and elaborate.

* * *

OBJECTIVE

RESOURCES

- 58.g. Capitalizes: special organizations special building, structures, ships, airplanes, and trains (I)
- 58.e. Capitalizes: holidays, initials and abbreviations of titles, and titles of honor or respect that precede a proper name or are used alone in place of the name of a specific individual. (R)

ACTIVITIES

NOTES

58c.1. Have students ask parents about the organizations to which they belong. The class compiles a list of community organizations. Sometimes the Chamber of Commerce has lists and materials about community organizations.

58c.2. Allow groups of students to prepare reports, murals, or time lines about the history of architecture or transportation. Some students may want to focus on specific examples, such as the Titanic.

* * *

58e.1. Select two or three children each week to proof-read the written assignments for capitalization errors. Although they check in their grammar texts for rules, they keep a record of all errors and classify them by type. A class book, Our Capitalization Guide, is updated periodically. Rotate committees weekly so everyone gets a chance to work on the Guide.

58e.2. Use a map of Norman for students to look at street name patterns and abbreviations. Although street and avenue are the most common terms for thoroughfares, students should locate examples of others, too, and write an example and the abbreviation for each:

- | | |
|--------------|-------------|
| 1. Street | 6. Drive |
| 2. Avenue | 7. Lane |
| 3. Boulevard | 8. Road |
| 4. Circle | 9. Place |
| 5. Court | 10. Terrace |

Ask them if they found any not on this list. If so, add it to the list.

58e.3. Have students design and color monogrammed stationary for themselves, parents, famous people, or a fictional character. Be sure they capitalize initials and titles.

* * *

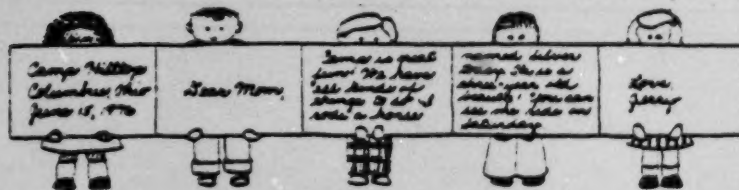
OBJECTIVE

RESOURCES

58.g. Capitalizes: greeting
and closing of a letter.
(M)

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- 58g.1 "Dear Mom" - Write 5 friendly letters, omitting all capitalization. Divide each letter into 5 parts, (1) the heading, (2) the greeting, (3) one-half of the body, (4) the second half of the body, and (5) the closing and signature. Write each part on a 4½" x 12" oak tag card. Distribute the cards to the students. Each player is to read the card carefully to determine what part of the letter it is and what words need capitalizing. Each player uses a crayon to capitalize the letters. At a signal from the teacher, the players try to find others they can join to make the entire friendly letter indicated on the cards. They line up in front of the class, one group at a time, holding their cards in sequence. The class proofreads the cards for capitalization. The teacher may want to give a prize for the first group to arrange their cards with proper capitalization.



- 58g.2 Have the students write a letter to a character in a book or story, giving the character some advice.
- 58g.3 Ask the students to write fan letters to performers they admire.
- 58g.4 Let the students write letters to national, state, or local officials expressing their concerns about public issues. Correlate this activity with #58e on properly capitalizing titles.
- 58g.5 Have the students write letters of invitation to guests at class events.

* * *

OBJECTIVE

RESOURCES

581. Capitalizes: names
of religions. (I)

120

ACTIVITIES

NOTES

58h.1 Purchase a square vinyl tablecloth and mark off in squares. Number the squares. Make a corresponding number of cards with titles of stories, poems, and books or with phrases which do not require capitalization. Do not capitalize any words on the cards. Students compete by tossing a bean bag into a square and looking at the corresponding card. The child must correctly write the title or phrase on the board to earn a point. The child with the most points wins. Variations: Make several sets of cards so each child playing is responding to a different title or phrase for each square. Have students hop to squares rather than toss a bean bag. Or, require the tosses to follow the numbered squares sequentially.

58h.2 Ask the students to prepare a list of favorite selections, stories, poems, and books. This will serve as a recommended reading list for classmates.

58h.3 Have students copy passages from poems, stories, or books, illustrate the passages and write the title of the selection. Mount these on newsprint and tape it across one wall as a "Gallery of Reading."

* * *

58i.1 Use the bean bag toss activity in #58h.1 and include names of religions on some of the cards.

58i.2 In social studies, when studying foreign countries, have students identify the major religions of the countries. Use this activity to reinforce #58b, capitalization of countries, nationalities.

* * *

ADDITIONAL RESOURCES
for
STRAND I

- | | |
|--------------------------|---|
| FS
425 | New Adventures in language
Troll Assoc. 1970
Contents; Capitalization, punctuation, nouns, sentences, verbs.
Loc: W11, C1 |
| FS
425 | New Adventures in language
Troll Assoc. 1970
Contents: Introductions to English, Grammar, parts of speech, sentences, nouns, paragraphs, spelling, punctuation, capitalization, verbs, learning to write letters, using reference material.
Loc: Jeff, McK, Lin, Ad, Mon |
| FS
421
Us1
Loc: | Using punctuation and capital letters
Scott Ed. Division 1963 JH1910
(6 filmstrips)
Ike |
| FS
422 | Words then and now
SUE
Loc: Mon |
| FS
F | African ABC
Troll, 1969
Loc: Ike |
| FS
301.16 | How man has put himself on record
Classroom Filmstrip
Loc: Jack |
| FS
421
VE | Using plurals correctly
SUE
Loc: C1 |
| FS
425 | Understanding the parts of speech
Audio-Educ Inc., 1963
Loc: Jack |

ADDITIONAL RESOURCES
for
STRAND I

- FSR
372.6 Basic Language Skills II: Punctuation
Learning Tree. 1977
Loc: Mad
- FSR Grammar in words: form words
SVE
Contents: Introduction nouns, verbs, adjectives, adverbs
Loc: Jeff
- FSR
425 Grammar Rock
Xerox Films. 1975. 5fs/records
Contents: Conjections, nouns, interjections, verbs, adverbs
Summary: Rock music lyrics and cartoon characters to
introduce parts of speech.
- FSR
428 Linguistic backgrounds in English -- Group I
SVE 1967 6fs/records
Loc: Ken
- FSR
425 Putting words in order; sentence structure
Troll Assoc. 1973. 6fs/cas
Contents: Subject and predicates/ subject and predicate
agreement/what is a sentence?/ what is a noun?/ what is
a verb?/ adjectives and adverbs.
Loc: Ad
- FSR Situational Language: activities for applying language arts
skills
372.6 Knowledge Aid, 1400
Sit (5 fs, 5 cassettes, student activity book, guide)
Skills include: punctuation, capitalization, spelling, word
meaning and techniques of proofreading.
- FSR
421 Using Good English.
SVE
Contents: Building good sentences/ using plurals correctly/
possessives, contraction, and abbreviations/ using capital
letters and punctuation/ letter writing for a reason.
Loc: Lin, McK

ADDITIONAL RESOURCES
for
STRAND I

KIT 372.6	Continuous Progress Laboratory (Language Arts, series 300) Loc: Jeff
KIT 372.6	Continuous Progress Lab., (Language Arts, series 400) Loc: Jeff
KIT 421	Creative Punctuation Educ. Activities 1976 2 fs/cas, masters, guides Loc: Jeff, C1
KIT 421	Gentle Art of Punctuation Educational Activities 1976 2 fs/cas, masters, guides Loc: Jeff, C1
KIT 372.4	Reading--vocabulary development (Creature Features) by Eunice Insel and Ann Edson Educational Activities. 1976 (5 cassettes, 10 booklets) Loc: Lin, W11
TP 421	Elementary Punctuation 3M Corp. Loc: Mad, Ken
TP 428	Nouns and verbs 3M Loc: Ken
TP 421 Pun	Punctuation Creative Visuals 1969 #421.9A0-SR (21 transparencies) Loc: Jeff

ADDITIONAL RESOURCES
for
STRAND I

- CM Hoffman Language Arts reading program
Hoffman Info. Systems
(10 units w/records, films, book, worksheets)
Levels 1, 2, 3, 4, 5.
Loc: Ike
- CM Language and How to Use It, Beginning levels
Language Activities kit. Scott Foresman. 1970 (text related?)
Loc: Ike
- CM Language Arts Activity Cards
Weber-Costello, n.d.
Loc: Jack
- CM Words are fun - parts of speech
Loc: Jack
- 411 Cahn, William
ca The Story of Writing
Harvey House, 1963
Loc: Ken
- 411 Taylor, Margaret
tay What's your name?
Harcourt, Brace, and World, 1970
Loc: Ken
- 419 Helfman, Elizabeth
HE Signs and symbols around the world
Lothrop, Lee and Shepherd, 1967
Loc: Ken

STRAND II
LISTENING

OBJECTIVE

RESOURCES

4. Follows oral directions. (M)

LIBRARY RESOURCES:

TA Following directions by Jennifer
372.41 and Alex Pirie, Curriculum
 Assoc., 1974, 10 books, guide
 Loc: Lin

7. Listens to get supporting details. (R)

- 7.1 Wagner, Hosier, and Blackman,
Listening Games. "Main Topics
or Details?"

ACTIVITIES

NOTES

- 4.1. Game: "I Know the Answer." - The leader give the following directions.

1. Number your paper from 1 to 4.
2. On #1, write the year of your birth.
3. On #2, write a year when something good happened to you.
4. On #3, write your age at the time of your birthday this year.
5. On #4, write the number of years that have passed since the interesting event in your life. Caution: subtract the year of the event from the present
6. Add all of these numbers, and I will tell you if your answer is correct.

The answer will always be two times the year in which the game is played.

- 4.2 Have the class number their spelling papers for a test. Give the words out in random order, identifying the number before the word. (i.e., #10, then #4, etc...)

- 4.3 Game: "Fruit Basket Turnover" - Children seated in a circle are given the name of a fruit. The child who is "it" calls the name of two fruits, and the two who have those fruits must change places. The child who is "it" tries to get the chair of one of these players. The one left standing is "it." The child may also call, "fruit basket turnover," and everyone has to move.

* * *

- 7.1 "Main Topics or Details?" - Children listen to prepared materials which have at least three main topics and a number of supporting details. They determine which items are necessary and which are details that make it more interesting. They write their responses under two headings on a sheet of paper. Answers are discussed. Younger children may need a dittoed sheet with sentences about the story to be identified as main topics or details. Older children may enjoy writing stories for the game.

OBJECTIVE

RESOURCES

8. Listens to obtain information which can be repeated or paraphrased. (M)

7.2 Basic Reading Comprehension.
ESP, Inc. Grade 2. Tapes.

LIBRARY RESOURCES:

KIT Listening skills development
372.6 Oregon Teaching Center, 1976
LIS Intermediate, 5 cas.
Loc: Mad.

8.1 James A. Smith, Adventures in
Communication. (Allyn & Bacon,
1972) 310 W. Polk, Chicago, Ill.
60607

LIBRARY RESOURCES:

KIT Scholastic Listening Skills Pro-
372.6 gram
Sch Unit II - Earpower 10 cas, 40
activity sheets
Loc: Jeff, Ken

ACTIVITIES

NOTES

- 7.2 Have students write descriptive paragraphs about:

1. The funniest looking animal
2. The prettiest place, or
3. The nicest person.

They read their paragraphs into the tape recorder. Each child listens to another student's paragraph and identifies 3 supporting details.

* * *

- 8.1 Obvious Endings:

The teacher creates poems or stories with obvious words missing and accepts any logical rhyming words. Example:

Once there was a little mouse
He lived in a little _____.
Every day he said, "Oh please,
May I have a piece of _____."
"Cheese," his mother then would cry,
"You will get some bye and _____."
Right now with me you'd better scat
For down the street comes Tommy _____."

Let children create their own poems leaving the blanks.

- 8.2 "Gossip":

Begin with a simple statement and whisper to the person next to you. After the statement has passed around the class, have the last person tell what he/she heard and see if it resembles the original statement.

- 8.3 After reading a story to the class, the teacher presents scrambled sentences from the story. Students are to arrange the sentences in correct order. Some students may want to create a list of scrambled sentences from or about the story.

- 8.4 The teacher tells a story starter which requires only one sentence to complete. Each child is to repeat the story starter

OBJECTIVE

RESOURCES

9. Distinguishes between statements of fact and statements of opinion. (M)

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ACTIVITIES

NOTES

and add his/her ending. Example:

One day I was walking along in the park, when suddenly I looked up and spotted a man landing in a hog air balloon. He was just a few yards away! The man threw a rope to me and asked me to tie it to a bright red stake that had been pounded into the ground. I caught the rope and ...

* * *

- 9.1. "To Tell the Truth" Panel - Three students on the panel are each given a slip of paper with a word on it. One slip also includes the definition. Each panel member says the word and a definition, either fabricated or the one written. Class members guess who had the real definition.
- 9.2. In small groups, students listen to the teacher read several statements. As they listen, students write fact or opinion in their papers. Each group may have a winner, or the groups may collaborate for competition between groups. Advanced students may enjoy a restriction that several statements must be read before they can write. The statements should be written as clear statements of fact or opinion, so the discrimination is simple.
- 9.3. Read a story to the class and have the students recall and discuss what they heard. Encourage them to discriminate statements of fact and statements of opinion. Classify these on the board, and discuss ways they can distinguish between them.
- 9.4. Organize a small group discussion on a topic of interest. Tape record the discussion. When the students listen to the tape, they should try to keep track of how many statements of fact and how many statements of opinion were expressed. Encourage them to write down

OBJECTIVE

RESOURCES

10. Uses contextual clues to determine the meanings of words. (M)

ACTIVITIES

NOTES

examples. The teacher may need to pull the examples for them to discuss. Discuss why it is easier to make a statement of opinion than a statement of fact.

★ ★ ★

- 10.1. The teacher writes on the board a list of words that are missing from a story. In reading the story, the teacher pauses at the places where the words are missing. Two teams take turns in telling which of the words fits at the pauses. The team with the most correct answers wins. Some children may enjoy writing stories for this game. The story could use key vocabulary from other disciplines, such as social studies or science.

- 10.2. Provide a set of vocabulary cards which are new to the children. On each card, include the pronunciation, definition, and the word used in a sentence. Have two students role play a phone conversation. Each must use his/her word in the conversation. After the conversation, students guess what the new words mean. Repeat the role playing, giving each child a card, until everyone in the class has participated.

★ ★ ★

ADDITIONAL RESOURCES
for
STRAND II

FSR 301.34 OUR	Our world of sights and sounds SVE, 1967 Loc: Lin, W11
KIT 371.333	Auditory perception training --discrimination DLM. 1970 (17 cassettes, 34 spirit masters, guide) Loc: Mon
KIT 371.333	Auditory perception training -- Memory DLM. 1970 (15 cassettes, 30 spirit masters, guide) Loc: Mon
DR 372.6 Rea	Readings and dramatizations for communicating D.C. Heath 1973 Levels 4, Level 5 - 2 records; Level 6-3 records Loc: Ken
DR 821 Non	Nonsense Verse of Carroll and Lear Caedon Loc: McK
TP 372.62 Int	Introduction to listening 3M 1968 (Speech packet, no.2) Loc: Kennedy
TR 372.6 Lis.	Listening skill builder tapes 1a, 1b, 1c SRA for use with SRA Reading Laboratory 1a, 1b, 1c (2 cassettes, manual) Loc: Lin, Mon
TR 808.8 Lis	Listening book Spoken Arts, 1971 6 Cas, guide Loc: McK

ADDITIONAL RESOURCES
for
STRAND II

TR
811 Ciardi, John
 The king who saved himself from being saved (and other poems)
 Spoken Arts
 Loc: McK

TR
808.8 Mark Twain
Mar Spoken Arts, 1975
 6 Cas
 Loc:

EARS Economy Co. 1971, 1974
 (10 cassettes, pupil books) (K-1st grade)
 Loc: C1

Prof.
372.24 Harris, Mary Imogene
Ha A handbook of speaking and listening activities for the
 elementary school.
 T. S. Denison, 1971
 Loc: Mon, Jac

STRAND III

SPEAKING

OBJECTIVE

RESOURCES

2.b. Demonstrates proficiency in the mechanics of speech through: stress and pitch. (I)

LIBRARY RESOURCES:

FSR Learning Communication skills
372.6 Barr Films, 1979
Lea 4fs, cas
Loc: Mon.

DR Guide to better speech
56 Loc: Jack.

2b.2. Smith, Adventures in Communication,
p. 187.

ACTIVITIES

NOTES

2b.1. Have students listen to a record or tape of an actor or actress reading a story or poem. Let them discuss the reading of the material. Perhaps they will want to read part of it themselves. At the beginning, it may be just an imitation of the professional reading. Replay parts of the recording or tape that were exciting, suspenseful, etc... and discuss why the feeling was communicated to the class.

2b.2. Let students plan and present a choral reading. Let them suggest a nursery rhyme and plan the method of presentation. EXAMPLE:

Group 1	Group 2	Group 3
(Ding-Dong)	(Ding-Ding-Ding-Ding)	Ding Dong Bell
		Group 4
(Ding-Dong)	(Ding-Ding-Ding-Ding)	Pussy's in the well.
		Group 3
(Ding-Dong)	(Ding-Ding-Ding-Ding)	Who pulled her out?
		Group 4
(Ding-Dong)	(Ding-Ding-Ding-Ding)	Little Johnnie Stout.
		Groups 3 & 4
(Ding-Dong)	(Ding-Ding-Ding-Ding)	Now wasn't he a naughty boy To do poor pussy harm?
All Groups: Ma-o-o-o-ww (voices falling off like a siren) SPLASH!		

2b.3. Students select a poem or short selection to read to the class. They divide into pairs and practice reading aloud to their partners. After practice and familiarity with their selections, they read to the class.

OBJECTIVE

RESOURCES

2b.5.

Taylor, Calvin, Igniting Creative
Potential Salt Lake City, Utah:
Univ. of Utah.

Write: Dept. of Psychology
Bldg. 404
Univ. of Utah
Salt Lake City, Utah 84112

ACTIVITIES

NOTES

3

2b.4. In class discussion, students remember some of their favorite stories when they were "little." Let each student select an old favorite to practice reading. (Dr. Seuss stories contain emphatic statements and questions.) Make arrangements with a kindergarten or first grade class to visit and let students read stories to them.

2b.5. Write this sentence on the board:

I like the children in our school.

Have the students read the sentence with stress on the first word. Underline the "I" before they read it. Erase the underscoring under the "I" and underline "like." Have the students read it emphasizing the second word. Continue until they have read the sentence stressing each word in the sentence. Print each word on a card. Give one card to each of seven students. Have the students arrange themselves in the order of the sentence. Let different students take turns stressing different words. Discuss the influence these changes make on the meaning. Other sentences may be substituted.

2b.6. Using statements like, "We're going now." Have the students change it to an exclamation by varying stress and pitch. Then have them change it to a question.

2b.7. Correlate this objective with identifying accented (stressed) and unaccented syllables.

* * *

OBJECTIVE

RESOURCES

3. Gives oral reports.
(M)

3.1. Taylor, Calvin, Opportunities for Creativity and Communication,
Booklet One. Salt Lake City: Univ.
of Utah.

Write: Dept. of Psychology
Bldg. 404
University of Utah
Salt Lake City, Utah 84112

LIBRARY RESOURCES:

FS Making Oral and written reports
428 SUE, 1967
Ma Loc: Lin

FS Talking time series,
421.5 set II
McGraw
8fs.
Loc: Ike

ACTIVITIES

NOTES

- 3.1 "News Report": Assign the students to groups of six. Assign a separate topic to each group and instruct them to find a news report pertaining to that topic. The topic should be of a relatively general nature, so that a student can describe how the content of the news report can be associated with the effect it will have on us, our school, community or nation. The student may gain the information from listening to the news, reading the newspaper, reading a magazine, or listening to a conversation. General topics such as crime, the economy, politics, etc. are best. Give the students several days to locate their reports. Then students get back together in their groups and report to each other what they found out about their topic, what was their source of information, and how it may have impact on us. The student tells it briefly and may not read notes. Finally, the student should be able to explain how his/her information relates to the group's topic.
- 3.2 Oral Book Report Format:
1. Title of the book
 2. Author
 3. Type of book
 4. Did or did not like the book
 5. Why? (answer #4)
 6. Setting of the book
 7. Main characters
 8. Summary
- 3.3 Students are assigned a report on a famous person. Authors of stories and books are good choices. Students prepare a brief outline of the report:
- I. Introduction
 - A. Name of the person.
 - B. What the person is known for.
 - II. Body
 - A. Birthdate, age, death of person.
 - B. An interesting fact about his/her life or accomplishments.
 - III. Conclusion
 - A. Summary of accomplishments.
 - B. Why this person should be remembered.

OBJECTIVE

RESOURCES

4. Selects an appropriate
topic for a report.
(M)

ACTIVITIES

NOTES

Each student fills in this outline form for the report and uses it while telling (not reading the outline) the information. Most students will need much help with the outline. Guide them through the process.

* * *

- 4.1. In preparing for oral reports in class, help students apply the following criteria for topic selection:

1. The topic should have some effect, impact on the speaker.
2. There should be ample, accurate information readily available.
3. The topic should be of interest to the group that will be the audience.

- 4.2 "Gallopig Pollsters": Make an assignment which will require students to present information to the class: dramatization of a famous event, a news report, demonstration of a process, a sales talk, or a chalk talk. In small groups, students plan their topics and write brief questionnaires for their classmates. The teacher will need to help them form questions for their peers. They can be open-ended questions like, which do you prefer? Why? Or they can be yes and no questions. They give the questionnaires to their peers and form a topic based on their audience's preferences. For example, they might want to dramatize a famous event and ask: Which would you want to see, the signing of the Declaration of Independence or Washington chopping down the cherry tree? Let them report on the results of their "poll" to the class.

* * *

OBJECTIVE

RESOURCES

5. Expresses ideas and opinions in group discussions. (R)

ACTIVITIES

NOTES

- 5.1. Form several small groups of students to participate in a problem-solving discussion. The ideal number for a group is around five members. Let them identify a problem in the class or at school that needs improving. (i.e., trash on the playground, gum and candy in the building, etc.) After they have identified a problem and suggested several solutions, let them plan to actually do something. They could make a poster about trash on the grounds, provide a trash can for candy wrappers, write a song to convince others to cooperate, etc.
- 5.2. Assign students to small "Reading Discussion Groups." On a regular schedule, the groups meet to discuss the books they have read. They tell how they liked the book and what they liked best, least, etc. During the group discussion, the other students in class are reading their library books, so the teacher can sit in on the discussion. At the first of the year, the teacher serves as the discussion leader, encouraging all students to participate. Later in the year, some students will follow the teacher's model and be able to function as the leader. Be sure to emphasize that each member of the group must contribute at every meeting.

★ ★ ★

OBJECTIVE

RESOURCES

6. Limits remarks to the purpose of the discussion. (M)

6.1. Language and How We Use It, Teacher's Edition. Glenview, Ill.: Scott, Foresman and Co., p. 101.

- 6.1. Read aloud "Detours" and discuss the questions in the box. Students should conclude that a good narrator should:
1. keep to the point, and
 2. avoid going over inconsequential.

DETOURS

After returning from a trip to Canada, Bob wanted to tell the class about his visit to a logging camp.

"We started out early Monday morning . . . oh, I think it was Tuesday. Yes, Tuesday, because it was the day after my dad's birthday, and that was on Monday. We gave him a new watch that we'd all chipped in to buy, and he really liked it."

"We started early in the morning, and when we came to this river, it is called the Salmo River. Never is called with an s because it's a French name. There are a lot of French people in that part of Canada. I mean they're Canadian."

for their parents or grandparents or great-grandparents were from France."

"Well, it was a long drive before we reached the camp, even though we didn't stop for lunch. We had sandwiches and apples and oranges with us. Did you know Adam was a new driver. Mom and Dad say they'll be glad when I'm fifteen years old and can take a test, and Oh I guess it's common. Maybe, it's common when you can get a license and drive when you can drive with your father in the car."

We'll encourage Bob's talk here to ask how interesting his experiences in a logging camp have been to you as far as:

How many details did he make?

What suggestions could you give Bob that would help him make his talk more lively and more interesting?

- 6.2. Give a beginning sentence that offers an introduction to a story situation. Let the children think about a story they could develop. Provide opportunity for students to creatively express their stories to the group.
- 6.3. Allocate 5 gundrops or tokens to each member of a small group. Each time the student digresses from the topic, take away one gundrop. Other group members may question whether or not the student is limiting remarks to the purpose of the discussion, but the teacher needs to be the final judge. Reverse the procedure and give gundrops to students who remain on topic.

OBJECTIVE

RESOURCES

7. Maintain eye contact
with the audience. (I)

150

ACTIVITIES

NOTES

- 6.4. Develop some visual signal (forming hands in the shape of a T, winking, etc.) to signal to students when they are digressing from the purpose of the discussion. LET THEM SIGNAL YOU WHEN YOU DIGRESS!

* * *

- 7.1. In short presentations, such as show and tell activities, inform students that different classmates will perform some different actions. After the presentation, the speaker will be asked to answer questions about the behavior of the other students. Arrange with several students to do things like wave hello to the speaker, face the back of the room, read a book during the presentation, etc. The behaviors should not be too disruptive. After the presentation, ask the speaker who performed the various behaviors.
- 7.2. When students are planning to speak before the class (giving reports) ask them to be helpful audience members and raise their hands if they cannot hear the speaker. The speaker must watch the audience and adjust his volume based on the responses of the class. On another occasion, ask them to raise their hands if they do not understand. This should give the speaker opportunity to explain more.
- 7.3. Let the students suggest different behaviors that speakers often do: stare at the floor, stare at one place or person in the room, etc. Let them draw cartoons and rules for good speakers: stand erect, face the audience, don't lean on furniture, don't shuffle your feet, etc. Use their cartoons and rules to make a bulletin board on effective communication.

* * *

OBJECTIVE

RESOURCES

8. Allows others to finish speaking before beginning to speak in a conversation or discussion.
(M)

ACTIVITIES

NOTES

- 8.1. Students form two lines facing each other. The first persons in the lines begin a conversation with each other. At an appropriate point in the conversation, the next person in either line may tap the shoulder of the speaker. The speaker then goes to the end of the line and the conversation continues between the new speakers. No one is allowed to speak but the two at the front of the lines.
- 8.2. The students formulate a guide for discussion and listening in their class. A few days later, the teacher tape-records a class discussion, preferably when the children are unaware that she is doing so. The teacher plays the tape back, and the children evaluate their performance according to their established guide. Critical evaluation of their listening, as well as discussion skills, should be made by each pupil.
- 8.3. When problems arise in the class, encourage students to use discussion. They can suggest alternative solutions, evaluate alternative solutions, and adopt a plan to overcome the problems. This technique can be used to control behaviors such as interrupting. The teacher will need to identify and define the problem before they can productively discuss it.

* * *

OBJECTIVE

RESOURCES

10. Words questions so that
the answer sought is the
information received.
(R)

10.2. Forte and MacKenzie, Kid's Stuff.

ACTIVITIES

NOTES

- 10.1. Play the "Seven Up Game" described in the GRAMMAR AND LANGUAGE STRAND, OBJECTIVE #51a.
- 10.2. "Character Identification": Write the names of well-known characters from favorite books on cards. Place the cards in envelopes with the flaps tucked in. The pupil who is "It" chooses a card and hands it to the leader, who holds up the card for the other players to see. The child who is "It" then attempts to find out what character he/she is, by asking questions that the other players can answer with a yes or no. When the child has correctly identified the character, he/she chooses the next person to be "It" and becomes the leader.
- 10.3. Students write questions for an interview. They may be interviewing a guest speaker in the class, or it may be an imaginary interview with a famous person. In either case, the questions should be reviewed to see that they will produce informative answers. Let the students role play their interviews to practice asking questions. Or let them interview the teacher or principal. Stress the importance of writing the questions before the interview. VARIATION: Have each child interview a parent about an event that happened before he/she was born. Each child should be prepared for the interview with a specific event and several specific questions.

* * *

ADDITIONAL RESOURCES
for
STRAND III

- | | |
|-----------------------------|---|
| DR
398.2
Sta | The star maiden and other Indian tales
told by Anne Pellowski
Loc: Ike |
| DR
808.1
Poe | Poetry parade: poets read their poetry for
children
Weston Woods
Loc: Ike, Ken |
| DR
811
Fro | Frost, Robert
R. Frost reads the poems of R. Frost
Decca
Loc: Ike |
| TP
372.62
Bas | Basic Speech
3M 1965
(English packet, no. 8)
Loc: Ken |
| TP
372.62
Com | The communication process
3M 1968
(Speech packet, no.1)
Loc: Ken |
| TP
372.62
Int
Loc: | Introduction to discussion
3M 1968
(Speech packet, no. 3)
Kennedy |
| Prof.
Dec | Decker, Isabelle M.
100 novel ways with book reports. (Intermediate-Up)
Citation Press, 1969
Loc: Central Collection |
| Prof.
372.24
Ha | Harris, Mary Imogene
A handbook of speaking and listening activities for the
elementary school. (Primary-Intermediate)
T. S. Denison, 1971
Loc: Mon, Jack |

ADDITIONAL RESOURCES
for
STRAND III

- Prof.
372.6
Hur Hurwitz, Abraham B.
Games to improve your child's English. (Primary-Intermediate)
Simon and Schuster, 1969.
Loc: Ken
- Prof.
372.622
Sco Scott, Louise Binder
Talking time; for speech correction and speech improvement.
Webster publishing, 1951.
Loc: Ken
- Prof.
371.37
Sta Stanford, Gene
Learning discussion skills through games. (Intermediate-Up)
Citation Press, 1969.
Loc: Central Collection
- Prof.
372.6
Tur Turner, Thomas T.
Creative activities resource book for elementary school teachers.
(Intermediate)
Reston Publishing Co., (Prentice-Hall), 1978.
Loc: Central Collection

STRAND IV

READING

OBJECTIVE

RESOURCES

3b.7. Uses word-attack skills to decode words. Uses phonetic analysis to: recognize the schwa vowel. (M)

6b.4. Uses structural analysis to: recognize inflectional forms and their influence on words to which they become attached: inflections that indicate comparison of adjectives and adverbs (er, etc). (R)

ACTIVITIES

NOTES

3b7.1. Folder games - Glue the activity in a file folder. Decorate the folder and laminate it. Provide audio-visual pens and staple to the folder a zip-lock bag containing word cards. Print words containing the schwa and other vowels on the word cards. Draw squares on the folders and print a key word with the vowel to be matched underlined. Students are to match the underlined vowels on the cards by stacking them on the appropriate squares.

3b7.2. "Schwascraper": Provide building blocks (or paper bricks) with words printed on them. Students select the words containing the schwa vowel and use the blocks to build a skyscraper.

* * *

6b4.1. Cut out paper "jelly-bellies" and print words on color coded candies: red = adjective; green = comparative (er); yellow = superlative (est). Divide the class into two teams. The first child draws a jelly-belly and must say a sentence correctly using the word. If his/her response is correct, the team gets one point. Play continues until all jelly-bellies are drawn. The team with the most points wins a bag of jelly-bellies.

6b4.2. Students write a poem or paragraph about:
The _____ est _____ I ever saw.

or

It was _____ er than _____ that day.

6b4.3. Students may enjoy trying to design a crossword puzzle of adjectives and er and est forms.

* * *

OBJECTIVE

RESOURCES

7. Recognizes and identifies meanings of common prefixes and suffixes. (R)

7.3. "Reading" Learning. November 1980, p. 48.

Time to Wonder, Level 13, Holt Pub., New York, NY. Skills Practice Masters pg. 24 (puzzle)

LIBRARY RESOURCES:

TP Using prefixes and suffixes
428.2 UMI, 1970
Usi Loc: Lin

- 7.1. Can Game: Decorate two Pringles cans. Put cards with prefixes written on them in one can, and cards with words on them in the other. The child takes out two cards, trying to make words by combining a prefix and a root word. Have them use it in a sentence and write it on paper. VARIATION: This activity is applicable for suffixes also.

- 7.2. Teacher provides a list of common prefixes and suffixes. Students play word pyramid on the chalkboard. Start at the top of the pyramid with the word "A." The players take turns adding another letter to form a new and longer word and to build the pyramid. Students may add a single letter or a combination of letters forming a suffix or prefix.

- 7.3. Prefix Spin: Cut a circle and an arrow that's equal to the circle's radius from the tagboard. Divide the circle into six sections and write a prefix in each. Attach the arrow (the spinner) to the center of the circle with the brad. On a separate sheet of paper, make a list of root words that will combine with the prefixes. Now prepare a chart divided into six columns, and number each column 1 through 6. At the top of each column, write one of the prefixes from the circle. The game is now ready to play. The first child spins the arrow and tries to combine whatever prefix is pointed to with one of the root words. He then writes the combined word in the appropriate prefix column. Players get one point for correctly formed and spelled words, two points for filling in the last space in the column. If a player spins to a prefix whose column has been filled, he does not get to spin again but must wait until his next turn. Root words may be used more than once, but not with the same prefix. When all six columns are filled, the player with the most points wins.

OBJECTIVE

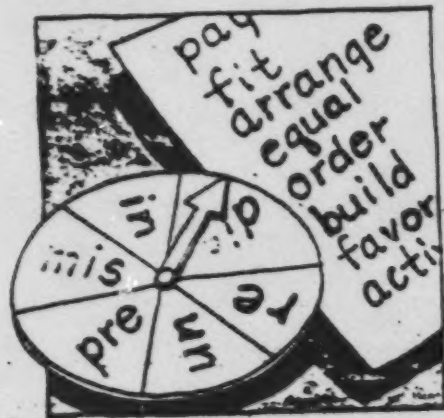
RESOURCES

9. Divides words into syllables. (M)

9.3. Hurst, Carol, "Textbook Plus," Early Years, May 79-80 p. 43.

LIBRARY RESOURCES:

TP Dividing words into syllables
415 VMI, 1971
Div Loc: Lin



* * *

- 9.1. Develop student's ability to hear the syllables by sounding: 1) the students clap their hands to syllables read by teacher, or 2) count sounded vowels, or 3) hold their hands under their chins and count number of movements when they say the words.
- 9.2. Use spelling words for the week. Ask students to divide them as they would if the word came at the end of a line and they ran out of space.
- 9.3. TIC TAC TOE Syllables: Make a Tic Tac Toe grid inside a folder. Make 12 cover cards to match your grid. Draw an X on six of them and an O on the other six. Write these words on 1½" x 3" cards (or use vocabulary words from social studies, science, etc.).

elephant
wonder
deliver
impossible
automobile
indeed
tonight
principal

accident
panda
electric
volume
information
television
decide
president

window
snowman
ridiculous
sister
because
celebrated
photograph
hospital

OBJECTIVE

RESOURCES

11. Identifies the meanings
of contractions. (R)

11.3. Hurst, "Textbook Plus," p. 40.

ACTIVITIES

NOTES

Shuffle word cards. Players take turns turning over one card until two cards are visible which have the same number of syllables. The player making a match gets to place either an X or O on the Tic Tac Toe board.

* * *

- 11.1. **CONTRACTION CONCENTRATION:** Make three sets of cards: one set with contractions (isn't), one set with first word of contraction (is), and one set with second word of contraction (not). Turn cards face down on the table. The first child picks three cards and tries to match the component words with the contraction. If they do not match, the student returns them to the table in the same location. Each set matched gives the child a point, and he/she keeps that set. Play progresses until all matches are completed. The child with the most cards wins.
- 11.2. Discuss contractions using "can" and "cannot" as examples. "You can, but I cannot." How was the meaning changed by adding "not"? It can be said another way: can't. "You can, but I can't." Let students generate negative contractions for is, was, have, etc.
- 11.3. **"SHORTER WAYS":** Rule off a 12" pizza board or heavy cardboard circle into 18 pie-shaped pieces. Write one of the following phrases in each space:

cannot	we are	had not
could not	we will	she is
should not	you have	have not
do not	they have	you are
will not	they are	I am
does not	did not	I have

OBJECTIVE

RESOURCES

12. Identifies the meanings
of common abbreviations.
(R)

13.a. Uses context clues to
determine the mean-
ings of new words:
clues of definition.
(M)

ACTIVITIES

NOTES

Make 18 1½" x 3" cards and write a contraction on each:

can't	we're	I've
couldn't	we'll	doesn't
shouldn't	you've	didn't
don't	you're	they've
won't	I'm	hadn't
she's	they're	haven't

Students paper clip contractions onto the pizza board on the right phrases.

* * *

- 12.1. "INCH WORM, INCH WORM": Draw segments for a long worm to be placed on bulletin board. Draw a cute face and print "Abbreviations for measuring length, weight, and volume." Let students write abbreviations on segments and place on bulletin board. Each abbreviation must be correctly written (with a period) to qualify. Let the students play with the arrangement of the segments as their inch-worm grows.

- 12.2. WHERE AND WHEN?: Review abbreviations for geographic locations, directions, and time units (A.M., P.M., A.D., B.C., days of the week, etc.). Tell the students that they are going to be movie producers and will need to describe the setting of at least three scenes. They may want to indicate plot and character. They must properly use five abbreviations in the settings.

* * *

- 13a.1. Play charades with action verbs.
- 13a.2. As a group, go through sentences with new vocabulary words and discover meanings by context clues. Newspaper articles with pictures make good material for discussion.

OBJECTIVE

RESOURCES

13b. Uses context clues to determine the meanings of new words; clues of restatement, such as appositives. (R)

13b.1. Criscuolo, Nicholas, "RX for Your Kids: 28 Great Games to Improve Reading Comprehension." Instructor. October 1980, p. 89.

ACTIVITIES

NOTES

- 13a.3. The class performs a poem through choral speaking. Preparation includes discussion of mood, tone, and vocabulary.
- 13a.4. After students have read a story, have them make a list of words of which meanings they are not sure. Rereading the sections in which the words appear, they guess the meaning. Then they look up the words in the glossary or dictionary.

* * *

- 13b.1. SECRET IDENTITIES: Write description of characters from stories using restatement or appositives. Use only one or two sentences for each character:

An animal, brown and furry, I love honey.
My best friend, Christopher Robin, plays
with me.

The child reads the description, guesses
the name of the character. Children may
want to draw pictures of the characters or
paste pictures on the page.

- 13b.2. When students run across unfamiliar words with a restatement provided, let them devise some offbeat connections for each new word; the stranger the connection the better. For example, students might connect the word car with buzzard, a car con-
sumer, and use the double letters in each word as a visual reminder. Frantic might be connected with crazy, which in turn might be connected to wild-and-crazy Steve Martin, who then becomes wild-and-frantic Steve Martin--rendering the word frantic utterly unforgettable. Besides helping to fix new vocabulary in mind, crazy connections make word building an entertaining activity in itself.

OBJECTIVE

RESOURCES

13c. Uses context clues to determine the meanings of new words: clues of contrast and comparison.
(M)

ACTIVITIES

NOTES

13b.3. Write sentences using appositives, but leaving the subject blank. Have the students provide the subject, based on the context.

1. The _____, the funniest person in the circus, has a red nose.
2. My _____, my mother's brother, gave me that picture.
3. My _____, a brown terrier, plays ball with me.
4. _____, Christopher Robin's friend, is my favorite character.

* * *

13c.1. Set two similar plants in front of the class. Have the students choose one of two approaches for writing a descriptive paragraph about the plants:

1. Comparison - describing the similarities
2. Contrast - describing the differences

After they have finished writing, the students exchange papers, read them and decide if it is a paragraph of comparison or contrast.

13c.2. Find or write a paragraph which describes an object through comparison or contrast. Delete the name of the object and duplicate it with blanks. Let the students read the paragraph and guess the object.

* * *

OBJECTIVE

RESOURCES

13.d. Uses context clues to determine the meaning of new words: descriptive words or phrases that imply the meaning of a specific word.
(R)

13d.2. Smith, Creative Teaching of the Language Arts in the Elementary School, p. 176.

ACTIVITIES

NOTES

- 13d.1. "RIDDLE WRITE-ON": Create a write-on bulletin board where students write riddles. The class collects riddles and guesses the answers to new riddles on the board.
VARIATION: Leave a space for students to express their feelings about what's happening in their lives.

- 13d.2. Find descriptive poetry, delete a word, and have the students read and fill in the word.

_____ is coming! I can smell it!
It smells like _____!
Smell the pine of the _____ tree.
Smell the cookies and the outdoors
Everything smells like _____.

_____ is coming! I can see it!
Look at the presents being wrapped
See the children sliding down hill
and the skaters on the ponds
See the crowds of people rushing around
And mother hiding presents so the
children won't peek.
(Christmas)

- 13d.3. Have the children invent riddles for the class.

* * *

OBJECTIVE

RESOURCES

14.a. Uses a dictionary to determine meaning and pronunciation of new words: knows the alphabet sequence sufficiently to find words easily. (M)

14a.1. Wagner, Hosier, Blackman, Language Games, p. 68.

14a.2. Hurst, "Textbook Plus," p. 51.

ACTIVITIES

NOTES

14a.1. "CAT WORD": Each player is given a dictionary and a duplicated sheet with questions similar to the following:

1. What sort of a cat is allowed in the library? (catalogue)
2. What sort of cat is feared by soldiers? (catapult)
3. . . . is bad for the eyes? (cataract)
4. . . . is allowed on the table? (cat-sup)
5. . . . can float on the water? (catamaran)
6. . . . would be especially dangerous? (catamount)
7. . . . grows wings? (catapillar)
8. . . . is a kind of mint? (catnip)
9. . . . is used as a whip? (cat-o'-nine-tails)
10. . . . refers to a class or group? (category)

The children use dictionaries to find the answers. The first pupil with the right answers is declared the winner, the "cats meow."

14a.2. "TWO LETTER WORM": Make a worm or caterpillar of a final length of no more than 17" and a height of no more than 8½". Trace his shape on the inside of a folder. Mark off 26 segments on the shape. Print the following words on the caterpillar, one to a segment, and then cut it into 26 pieces:

aardvark	animal	bear
abacus	apron	block
acrobat	aquarium	body
advertisement	arm	brick
afghan	aster	bus
agate	attic	cap
airplane	automobile	cent
alarm clock	aviator	cup
ambulance	banana	

Write these directions on the back of the folder: Alphabetize by first and second letters.

OBJECTIVE

RESOURCES

14a.3. Hurst, "Textbook Plus," p. 51.

LIBRARY RESOURCES:

FS Your dictionary and how to use it
423 SUE
You 6fs, cas
Loc: Ike

14a.4. "Language Arts," Learning, December 1980.

ACTIVITIES

NOTES

- 14a.3. "ALPHABETICAL ANGEL": Draw an angel on 9" x 12" cardboard. On the back of the angel, rule off 1" x 4½" sections. Rule off the same grid on the right side of a file folder. On the left side of the folder, next to the fold, rule off twelve 1" x 3" sections. Print one of these words in each of the twelve sections:

again	fall	grass	move
bamboo	fire	home	nobody
black	free	lad	year

Print the following words in the spaces on the back of the angel:

age	fresh	yes	grow
ahead	green	bar	house
bandage	horse	blue	lard
blow	land	fast	must
far	mow	fist	now
first	notice	fruit	yet

Cut the angel apart on the lines and put the pieces in a plastic bag attached to the back of the folder. Print these directions on the back of the folder: Look at each word in the folder. After each word, place two word cards in alphabetical order within the lines on the right. When all the words are placed correctly, close the cover and then carefully turn the folder over. If you have placed the words correctly, you will have the picture of an angel.

- 14a.4. "AIDING ALPHABETIZING AWARENESS": Group A's challenge is to write 12 or 14 sentences in which all the words in each sentence (with the exception of small connecting words) begin with the same letter and appear in alphabetical order: Lithe, lively Liza lodged (in) London longest. (You may choose to break the group into subgroups of two or three students and assign a different letter to each one.)

OBJECTIVE

RESOURCES

14.b. Uses a dictionary to determine meaning and pronunciation of new words: identifies guide words and understands how to use them to find a word. (M)

LIBRARY RESOURCES:

KIT How to use the dictionary
423 Instructo
How Loc: Mad

ACTIVITIES

NOTES

The sentences should be carefully printed on separate strips of paper and then submitted to you for examination--to determine if the words are in strict alphabetical order as well as good grammatical order. Each sentence is then cut apart into separate words (keep connecting words attached to main words); the disconnected sentences are placed in separate, numbered envelopes. Now divide Group B into teams of two or three students. Each team is given a blank recording sheet and selects one envelope from Group A's collection. The team notes the envelope's number on its record sheet, then sets about arranging the words in alphabetical order. The completed sentence is copied quickly on the record sheet, the words are replaced in the envelope, and the envelope is returned to the collection and a new envelope is drawn. Teams continue in this way until one team has solved all the sentences correctly and is declared the winner. Then it's Group B's turn to accumulate alliterations alphabetically for Group A to select and solve systematically.

* * *

- 14b.1. "MYSTERY WORDS CONTEST": Each day a student finds a word in the dictionary and fills out his mystery word sheet. He/she omits the definition and word itself. During the day, students try to figure out the word. They write their guesses and turn them in to the teacher. If they are correct, they get a point by their name on a large chart. At the end of the week, award a prize to first and second place, based on total points. Mystery word sheet includes:

My name is _____.
My mystery word is found between these
guide words: _____ and _____.
One vowel sound my mystery word has is _____.
One consonant sound my mystery word has is _____.
My mystery word has _____ syllables.
My word has a (prefix, suffix, ending,
none of these).
My word has (one, more than one) meaning.
What is my mystery word?

OBJECTIVE

RESOURCES

14.c. Uses a dictionary to determine meaning and pronunciation of new words: identifies boldface entry words and recognizes that they are divided into syllables in most dictionaries. (M)

ACTIVITIES

NOTES

14b.2. Provide students with pairs of guide words (preferably from their own dictionaries) and they will make lists of words that would fall between those guide words. Let them use their dictionaries for help.

14b.3. The children read a story silently and list all of the words they encounter that they do not know the meaning. Compile a list on the board and break up into small groups to look up the word meanings. Go over the definitions with the group. With the compiled list of words, let the children write a story using the words.

14b.4. Make a tic-tac-toe board with nine sets of guide words. The caller reads a word. The students determine if that word would come between guide words on their cards, and mark the appropriate square. The first student to have three in a row or a black-out wins.

* * *

14c.1. Use sources in student desks which have glossaries, such as reader, speller, social studies text, or science text. Use these to demonstrate bold face entries and syllable divisions. Reinforce in the different subject areas.

14c.2. **DICTIONARY DRILL:** Using the glossary of a given textbook, call a word and ask the students to raise their hands when they locate the word.

* * *

OBJECTIVE

RESOURCES

14.d. Uses a dictionary to determine meaning and pronunciation of new words: uses the pronunciation key or guide of a specific dictionary. (I)

14.e. Uses a dictionary to determine meaning and pronunciation of new words: selects appropriate definitions and/or synonyms and antonyms from a dictionary entry. (I)

14e.1. Taylor, Igniting Creative Potential, p. 100.

14e.2. Miller, Sharon and Wallace Judd, Thinkerthings. Addison-Wesley Pub. Co., p. 7-8. Menlo Park, Calif.

LIBRARY RESOURCES:

FS Extending dictionary skills: finding
423 and using exact meanings
Ext Audio Educ. Inc., 1963
Loc: Lin

ACTIVITIES

NOTES

14d.1. Have students write a dictionary of slang used in the classroom. They should use the diacritical marking system from their dictionaries.

14d.2. Have each student write his/her name using the diacritical system from the dictionary. VARIATIONS: Use the names of parents, siblings or pets.

14d.3. Let students write "secret messages" using diacritical markings.

* * *

14e.1. Write the word "train" on the board. Ask the students to list (look up in the dictionary) all the meanings they can for the word train. Have the students use the word in sentences to demonstrate the change of meaning.

The train was stopped by bandits.
The bride had a long train on her wedding dress.

Richard is trying to train his dog.

Other words to use: can, air, pool, plant, story, tie, toll, hands, run, and fast.

14e.2. Ask the students, "If you wanted to wink at a wombat, where would you go?" Or tell them, "The nefarious urchin expectorated." Write the two sentences on the board. Have them look up the words and rewrite the sentence in everyday language.

* * *

OBJECTIVE

RESOURCES

- 14.f. Uses a dictionary to determine meaning and pronunciation of new words: identifies parts of speech labels in a dictionary entry. (I)

15. Understands synonyms and antonyms. (R)

LIBRARY RESOURCES:

FS Some words mean two things
425 Popular Science
So Loc: Mad

428 Van Gelder, Rosalend
Va Monkeys have tails
McKay Co. 1966

ACTIVITIES

NOTES

14f.1. Use spelling list for the week. Have the students write the word in the appropriate column under headings of the parts of speech.

14f.2. In workbook or on ditto sheet already duplicated, select certain words to be underlined. Have the students look them up in the dictionary and mark parts of speech.

* * *

15.1. **ANTONYM MATCH:** This game is played in pairs. The first player calls out a word for which he knows at least one antonym. The next player must provide any antonym of it, and as many more as he can think of. He receives one point for each antonym he calls out. If he can't think of one, he may challenge the first player to state what antonym he had in mind. Any failure in this respect is penalized one point to discourage the introduction of words that have no antonyms. **EXAMPLE:** fat: thin, slender, skinny, lean.

The same game can be used in variation with synonyms. **Fat:** chubby, rotund, obese, stocky, round.

15.2. In groups of 4-6, have children make 5 sets of synonyms or antonyms cards each (do not duplicate one another). Shuffle and deal 5 cards to each. Matches are placed on table, and more cards are drawn to keep five in a hand. Ask another in group for match. This game is played like "Authors." **VARIATION:** Use the cards to play concentration.

* * *

OBJECTIVE

RESOURCES

16. Understands homonyms. (M)

Word Wise Adventure Film, "Homonyms"
Loc: Cc

Barnell Loft Long Island New York

LIBRARY RESOURCES

TP Using there, their, and they're
425 Instructo
Usi Loc:Jeff

428 Hanson, Joan
Han Homonyms; hair and hare and other words
that sound the same but look different
as bear and bare.
Lerner, 1972
Loc: Jeff, Ken

428 Hanson, Joan
Han Homographic homophones
Lerner, 1973
Loc: Ken

428 Hanson, Joan
Han More homonyms;
Lerner, 1973
Loc: Ken

17. Recognizes that sentences
are put together in para-
graphs for specific
purposes. (I)

ACTIVITIES

NOTES

- 16.1. Write words: beet, by, hear, our, sea, some. Define each. Write its homonym and define each. Make two columns of:
beet (definition)
beat (definition)
- 16.2. Write sentences using each word: blue, blew; knew, new; some, sum; right, write; our, hour; ant, aunt; bare, bear; hear, here; beat, beet.
- 16.3. a) Write a sentence with blanks for the homonym pair; b) write the word in dictionary sound spelling; c) child writes the sentence correctly. EXAMPLE: I have _____ that beautiful _____ before. /sēn/
- 16.4. Place dictionary sound spelling for three words:
/sīk/ /sēn/ /sō/
Child is to select correct one, and write homonym which fits a sentence.
- * * *
- 17.1. Use comic strips. Cut the sequence into the four frames. Ask the child to put them into correct order, using the speech balloons as a clue to purpose. Then use a marker to blank out the speech balloons. Have the students rewrite the cartoon by organizing the frames into a different sequence. They then write paragraphs reflecting their "new" cartoons.
- 17.2. In small groups, each student writes a sentence on a paragraph topic. Then, they compose a sentence not to be included in the paragraph. The teacher (or a group member) reads the sentences. The class eliminates the inappropriate sentence and decides on the correct order for rest.

OBJECTIVE

RESOURCES

18. Can express the meaning of a paragraph in his/her own words. (I)

- 18.3. "How Arthur Became King," Language and How to Use It. Glenview, Ill.: Scott Foresman, Co., pp. 30-31. (Also on record accompanying book: Record 1, Side 2, Band 4, Listening Activities)

ACTIVITIES

NOTES

- 17.3. PARAGRAPH, ANYONE?: Choose several short paragraphs and write the topic sentences of each, with plenty of space in between, on the chalkboard. Then, on strips of paper, print each of the remaining sentences and pass them out, one per student. Have students read their sentences and decide to which topic sentence each relates. Then have them stand next to the chosen topic sentence and decide with the other students who have gathered there the correct order of the sentences in the paragraph. When the groups are ready, have them read their completed paragraphs aloud to see if the detail sentences are suited to the topic sentence.

* * *

- 18.1. Use two books of the same, out-dated reading texts. Keep one story intact for personal use. With other book, cut the story into paragraph segments and mount them on cards to be handed out to the students. Each child will read his/her selection and tell what it means. VARIATION: Put the story back together. The teacher reads interlude paragraphs and the students insert their paragraphs, when appropriate.
- 18.2. Have the student read orally an interesting part of the story, stopping at a strategic point. The student explains what the selection is about and why this is an important section of the story.
- 18.3. Discuss words, such as: pulleth, sticketh, lo, ye, "That I will, gladly," "How got ye this sword?" Have the students convert the wording into modern usage.
- 18.4. Have individual conferences with students in which they talk about what they are reading or have completed. Let them tell you what it was about, what was important, and how they felt about it. This individual attention from the teacher reinforces and rewards reading.

* * *

OBJECTIVE

RESOURCES

20. Uses internal punctuation
as a guide to meaning.
(M)

191

ACTIVITIES

NOTES

- 20.1. Using sentences from the reading text, locate those instances where punctuation changes the meaning:

What's up the street ahead?
What's up the street, a head?

How do exclamation points and commas influence the meaning?

Quiet, no talking allowed.
Quiet! No talking allowed.

Mary, Susan is coming.
Mary Susan is coming.

How do commas and quotation marks change meaning?

John said, "Mother can take us."
"John," said Mother, "can take us."

She gave us an apple, pie, and carrot to take to the party.
She gave us an apple pie and carrot to take to the party.

- 20.2. Have the students rewrite the paragraph, placing commas and quotation marks correctly.

She reached into a big box and pulled out a Santa Claus suit and held it up. It was bright red with real fur trimming. Billy could see that there was a cap a set of whiskers and even boots to go with it. Isn't that lovely she said to Billy. The minute I saw it I thought of you. I'm sure it will fit just perfectly. She held it up to him.

★ ★ ★

OBJECTIVE

RESOURCES

21.b. Understands the literal meaning of a passage; recognizes the order of incidents, events, or ideas explicitly stated in a selection. (M)

21b.1. "Miss Charity Comes to Stay," Silver Twist. Oklahoma City, OK: The Economy Co.

21b.3. Hurst, "Textbook Plus," pp. 47-48.

ACTIVITIES

NOTES

- 21b.1. Find a story which uses flashback techniques. "Miss Charity Comes to Stay" is a good example. Ask the students to identify the order in which events happened as opposed to the order in which they are related in the story.
- 21b.2. Have the students make a "Time-Line Chart" of the events in a story or book.
- 21b.3. Bake a Cake: Draw two large pictures on 9" by 12" posterboard: one of a large, frosted, chocolate cake; the other of an empty cake plate with a child grinning with chocolate crumbs on his face. On the back of the cake picture, rule off 12 horizontal strips. Put one of the following pictures or groups of pictures on each strip:
- Utensils: bowl, spoon, mixer, measuring cup and spoons, cake pan
 - Ingredients: milk, flour, etc.
 - Empty oven showing temperature dial
 - Ingredients being measured into bowl
 - Ingredients being mixed
 - Batter being poured into pan
 - Pan in the oven
 - Pan cooling
 - Cake out of pan
 - Cake being frosted
 - Cake being cut
 - People eating cake
- Cut the strips apart. On the back of picture of the child with the empty plate, write the following directions:
- Get a bowl, spoon, mixer, pan, measuring cup and measuring device
 - Get the milk, flour, baking powder, eggs, sugar, chocolate and vanilla extract to mix in the bowl
 - Set the oven to the proper temperature
 - Measure the right amounts of each ingredient and put them in the bowl
 - Mix the batter
 - Pour the batter into a cake pan
 - Put the cake into the oven
 - Take the cake out of the oven
 - Frost the cake
 - Cut the cake
 - Eat the cake

OBJECTIVE

RESOURCES

21.c. Understands the literal meaning of a passage: recognizes an explicit statement of a main idea. (M)

LIBRARY RESOURCES:

DR Aesop's Fables
398.24 Read by Boris Karloff
Aes Loc: C1, Jeff, Mad, W11

Aesop's Fables
Coronet Film Strips

21c.4. Resnick, 350 Ideas for Teachers, p. 43.

Cut the picture into 13 strips. Write the following directions on the back of the file folder: Put the strips in the correct order. Turn each strip over. Do you see two pictures?

* * *

- 21c.1. "The Name's the Game": Write several different "short stories" (a paragraph or two) and write titles for them. Give each student a copy of each story and a list of the titles. After reading the stories, students will match the titles to the appropriate stories.
- 21c.2. Provide students with a paragraph to read. The students will underline the topic sentence. All students may have the same paragraph, or each may have a different paragraph.
- 21c.3. Read to the class, or let them listen to a record or watch a filmstrip, on one of Aesop's fables. Ask the students to explain the moral of the story. After thorough discussion, read the stated moral at the end of the selection. Then let them try their hands at writing fables with morals.
- 21c.4. Sometimes it is important to teach children to extract key words and concepts from their reading rather than focusing on much insignificant information. As a student reads an assignment, have him/her identify and list the important words to know. In addition, have the student select the major ideas and concepts from the selection. Each student must be ready to know and support his/her key words and major ideas as the assignment is discussed. Let them write, draw or cut out key words and make a collage of the important vocabulary.

* * *

OBJECTIVE

RESOURCES

21.d. Understands the literal meaning of a passage: recognizes or recalls statements of character traits explicitly stated in a selection. (M)

21d.1. Englebright, "Sixty Ways to Tell About Books."

22. Draws inferences from reading by predicting outcomes and/or interpreting feelings of characters. (M)

22.2. Newbery Records (Madison Library)

LIBRARY RESOURCES:

TA Inferential thinking
372.41 Instructo #2045
Inf Loc: Ike

ACTIVITIES

NOTES

21d.1. Each student is to select a major character from a short story or book. Let them choose one of the following activities:

1. Draw the character in appropriate costume.
2. Dress as the character and tell "your side of the story."
3. Compose a telegram written by your character to another character in the book or story.
4. Dramatize an important scene with your character.

21d.2. Using a short story the class has read, discuss how the characters are seen by classmates. Discuss how their perspective on the characters changed as the story progressed.

21d.3. Have the students convert a story from the reading text into a script for a play. They will need to convert the direct quotations to dialogue. After the script is completed, produce the play using small groups to draw or make scenery, costumes, sound effects, etc.

* * *

22.1. Choose a biography and have a student become that character. Each is free to make a puppet, dress the character or act out some of the person's life. Biographies become more meaningful and the children do better book reports acting out the parts.

22.2. Listen to Newbery records of book reviews of Rifles for Watie, Old Yeller, The Matchlock Gun. Discuss characters and actions. Once committed, how are characters able to do some things ordinarily not characteristic of them?

22.3. Have students discuss what an author would say to them if he/she could come back today. Have teams of two students plan and perform a conversation or interview with a particular author. The author's work should be familiar to the students. NOTE: This activity can lead to some basic research about authors. * * *

OBJECTIVE

RESOURCES

24. Reads silently. (R)

LIBRARY RESOURCES:

FSR Literature for children, series I
808.8 Pied Piper, 1970
Lit 4fs, cas.
Loc: Cl, Jeff, Ken

25. Reads aloud in a manner
that communicates
meaning. (M)

ACTIVITIES

NOTES

- 24.1. On Fridays (or one specific day) designate 30 minutes for Free Reading. Have baskets of pillows or carpet squares the children use at this time. They may get anywhere in the room they want. Rules: no talking, no moving, and no reading with another person. Have a card file for the children to record the books they've read.
- 24.2. Encourage the system or school to designate a Readathon period during which a 15-minute period is set aside for silent reading. Or a single class can set a specific day and time, held "sacred" for silent reading.
- 24.3. Have each student make a "Reading Scrapbook" which serves as a record of the books read during the year. After reading the book, the child must provide a page for that book. The page may be a written report, an original poem, a journal entry, an illustration, etc. Let the child's imagination be free to decide on the format of the page.
- * * *
- 25.1. Using a tape recorder, tape children individually as they read orally. Have them listen to it and give suggestions on how to improve. Repeat taping. VARIATION: Radio plays with sound effects are great, too.
- 25.2. Fourth graders go into a primary room to read aloud to an entire class. Books are selected by primary teacher and checked out for the child to practice ahead of time. NOTE: Let them practice in pairs during class to prepare for the performance.
- * * *

OBJECTIVE

RESOURCES

26. Alters the method of reading in relation to the type of materials and purposes for reading. (I)

26.1. Time to Wonder. New York: Holt, Rinehart Winston, p. 216.

27.a. Uses study skills to meet the requirements of school work: uses parts of books, table of contents, glossaries, index, subtitles, etc. (R)

27a.1. LAPS (Program developed by Norman Media Center specialist) at: Madison School

ACTIVITIES

NOTES

- 26.1. Select a story, such as "Charlotte's Web" (Time to Wonder textbook) and read it with children becoming the characters. Since it is not written in play form, the children must be alert for their parts. A narrator reads the parts between conversations. Sound effects may be added.
- 26.2. Using questions at end of a chapter in Social Studies, discuss how we are sometimes expected to recall exact information, so must read slowly and carefully; other times we are to draw conclusions on general information. Sometimes we need to reread.
- 26.3. Have the students fold a sheet of paper in half lengthwise so the sheet is divided into two columns. With a short reading assignment, have them write three questions in the left column and the answers in the right column. (Remind them to skip several spaces after each question is written.) All questions and answers must come from the reading selection. Cut the question and answers sheet into three sections, each containing a question and a corresponding answer. Fold these pieces and place in a hat or bowl. Have a quiz show using the questions drawn from the hat.

* * *

- 27a.1. Work LAPS unit with Librarian in the school for learning library skills. Children ultimately develop a book of their own, with the various components of table of contents, index, etc.
- 27a.2. When stories for reading are assigned, do so by the title of the selection, requiring children to use table of contents for page. Note the author. (David McCord, for example, becomes familiar). When a word in the story is unfamiliar, consult the glossary. In Social Studies, use the index to find more information in the book on a particular topic. Using book parts is stressed throughout the year, across all subject areas.

OBJECTIVE

RESOURCES

27a.3. Hurst, "Textbook Plus," pp. 53, 91.

LIBRARY RESOURCES:

FS The parts of a book
025 Eyegate
Par 4fs
Loc: Mon

27.b. Uses study skills to
meet the requirements of
school work: follows
written directions. (M)

Peck, Matilda and Morton J. Schultz, Teaching
Ideas that Make Reading Fun, West Nyack, N.Y.,
Parker Pub. Co., Inc., 1967, p. 18.

ACTIVITIES

NOTES

27a.3. GLOSSARY: For this game, use a glossary that pertains to a unit of work used at your grade level. If possible, make your own. Include in it information children would want and need to know. This activity used a glossary on Greek, Roman and Norse mythology, which was used for a fourth grade unit on the subject. The game below is based on that glossary. (If this glossary is really something you want, and need, send a self-addressed stamped envelope to Early Years for a copy.) It's important to remember that the glossary contains an alphabetical listing of a specialized vocabulary, with definitions for that vocabulary. This word puzzle was created for use with Hurst's glossary, but you can adapt the idea for any glossary.

- Find the number of letters in the goddess' name who made a spider of Arachne
- Multiply that answer by the number of letters in the goddess who was angry with Io
- Add to that the number of letters in the Greek name for Jupiter
- Divide by the number of letters in the object that was ruled by Selene
- Add the number of letters in the Greek name for Venus
- Subtract the number of letters in the name of Artemis' twin brother
- Subtract the number of letters in the other name for Aurora
- Subtract the number of letters in the name of Eurydice's husband

You should be right back where you started.
Are you?

* * *

27b.1. Students are given any teacher-prepared ditto. The first line is: 1. READ ALL DIRECTIONS BEFORE BEGINNING THIS PAGE. (WORKSHEET, TEST or whatever) The last set of directions on the worksheet will read: 10. Place your name on the top left corner of your paper. Do not mark on any other part of this paper. Thank you for following directions!

OBJECTIVE

RESOURCES

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ACTIVITIES

NOTES

27b.2. Provide a set of written instructions for each student to make a bookmark. The child charts his/her initial on graph paper and is given a sheet of plastic canvas, 20 holes wide and 20 holes high. The pupil is taught to Continental Stitch in needlepoint and may choose his/her colors. Show them where to start on the canvas. When the initial is finished, the child then fills in the background. After the canvas is covered, it is bound with a button-hole stitch. When this is finished, the back is covered with matching felt, and a velvet ribbon is glued between the canvas and felt. The finished bookmark is put between waxed paper and under heavy books for the glue to dry. Although the students are provided written instructions, teacher guidance will be necessary.

27b.3. To start the game, give one strip of directions to a child. The child reads the directions, and must follow them exactly. If he/she fails to comply with an instruction, he/she loses and is asked to sit down. If the directions are followed as written, the child is allowed to call on another pupil, asking him/her to tell exactly what was done. The only clue that can be given is the number of actions the player performed. For example, if the player was issued Task #1, the child says, "I did three things. What were they?" The first child who can give exact directions followed by the player receives the second strip to act out.

Tasks: #1 Walk to the door. Tap three times. Skip back to your seat.

#2 Hop two times on your left foot. Clap your hands four times. Tap your right toe three times.

#3 Walk to your teacher. Shake her hand. Hop back to your seat on your right foot.

#4 Take a book. Walk to the teacher's desk. Put the book on the teacher's desk. Run back to your seat.

#5 Walk backwards to the chalkboard. Print your name on the chalkboard. Skip back to your desk.

#6 Walk around your desk twice. Clap your hands four times. Stamp your foot three times.

OBJECTIVE

RESOURCES

27.c. Uses study skills to meet the requirements of school work: uses introductory outlining skills. (I)

27b.4. Lefty Righty
Frank Schaefer
Palos Verdes, Cal.
(Thompson's)

LIBRARY RESOURCES

KIT Survival Skills: communications
001.54 Pied Piper, 1977
Sur 4fs, 4 cas

LIBRARY RESOURCES:

FS The successful student--school skills
001.4 for today and tomorrow
Suc SUE, 1963
6fs
Loc: C1

207

ACTIVITIES

NOTES

#7 Walk to the chalkboard. Collect all the erasers. Put them in piles of two across the chalkboard. Walk back to your seat.

#8 Hop to the door on your right foot. Open and close the door once each. Walk backwards to your seat.

#9 Run to the chalkboard. Write the following on the board: 6 plus 3 equals 9. Erase what you have written. Walk back to your seat.

#10 Hop to the chalkboard on your left foot. Put an eraser on your head. Walk all the way around the room. Put the eraser back. Skip to your seat.

27b.4. Make a ditto with these instructions: "Begin with the circled letter and move the appropriate directions to spell words."

"What's Cooking"

N	U	Q	Ⓢ	Ⓝ	A	T
S	A	I	Ⓣ	U	ⓔ	Y
H	S	U	N	R	K	E
ⓕ	I	R	ⓕ	O	Ⓒ	S

1. Ⓣ Right, down right, up, right (turkey)
2. Ⓒ Left, up, left (corn)
3. Ⓝ Down, left, up (nuts)
4. Ⓢ Left, left, down, left, down (squash)
5. ⓔ Left, up, up, right (fruit)
6. ⓕ Right, up, left (fish)
7. ⓔ Up, right (eat)

* * *

27c.1. Using the reading text, select an article which has been covered earlier. Analyze the article and write four or five main ideas on the board. Ask class to list them in order of discussion in the article. Show outline forms.

- I. Size and appearance
- II. Types and locations
- III. Habits, foods, homes
- IV. Social structure

OBJECTIVE

RESOURCES

27.e. Uses study skills to meet the requirements of school work: uses reading skills needed for preparing a report.
(I)

27e.1. Conlin, Fillmer, Lefcourt and Thompson, Our Language Today, American Book Co., 55 Fifth Street, New York, NY 10003, 1978.

ACTIVITIES

NOTES

EXAMPLE:

ANTS

- I. _____
- II. _____
- III. _____
- IV. _____

27c.2. Compare building a house to building an article. You need a framework for both. Decide how many rooms to build and know, beforehand, what will be told in the article.

27c.3. Display in the front of the room a variety of kitchen utensils: pastry blender, potato masher, vegetable or cheese grater, wooden mallet. Ask each child to choose a utensil and develop an outline of the possible history of the item. How and when was it first invented? What did it look like at its conception? Was an equivalent utensil used by cave people or ancient Egyptians? What famous people in history might have used an earlier version of the utensil? After students have completed their written speculations, have them research their tools to discover as much real information as possible about them.

* * *

27e.1. Pupils make a chart of the guides for writing a report. These seven guides could be listed on the chart:

1. Make your report interesting.
2. Write in sentences.
3. Start a new paragraph for each main heading.
4. Indent the first word of each paragraph.
5. Keep your ideas in good order.
6. Check your spelling.
7. Proofread your report.

Add any extra guides that the class members may suggest during the class discussion.

OBJECTIVE

RESOURCES

27.f. Uses study skills to meet the requirements of school work: uses print clues, such as italics, underscoring, color coding, etc. (I)

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27e.2. "The Grass Roots News": Class will compile reports on some of the noteworthy but minor events that affected ordinary people of the period they are studying. Information can be found in The Peoples Almanac (Doubleday), newspapers and personal interviews. The slogan for their "Grass Root News" might be "All the news they forgot to print."

27e.3. Give students this hypothetical situation: Dr. X has just invented a new miracle fabric. It never wears out, it's dirt resistant, and it's inexpensive. Should the product be produced and marketed? If so, how should it be done? Assign to individuals or small groups the roles of: labor union members, fashion designers, environmentalists, dry cleaner owners, advertising specialists, consumers, etc. Ask each student or group to research the long- and short-term effects the new fabric would have on themselves, their colleagues and the industry, and then to write a report on their findings. Ask students to present their ideas and to discuss the fate of the new product.

* * *

27f.1. Use textbooks within grade level, such as grammar, reading or social studies texts, to look for different print clues, italics and color coding. Have each child find the different coding systems used in one book, and make a list of these systems. Discuss how these systems can be adapted to their writing.
EXAMPLE: Little House on the Prairie would be printed in italics, but is underlined when written.

27f.2. Have the students write a scene for a play. Write stage directions for the speakers as well as the lines spoken. Underline the stage directions, enclose in parentheses and follow parenthesis with colon.

OBJECTIVE

RESOURCES

28.a. Uses specialized reading skills needed for the various subject areas: understands specific meanings of words in the various content areas.
(M)

28a.1. Caldwell, Barbara, Schooley, Elaine G. and Thomas, Linda R., ed. I Used to Could Spell Wedn- Wenes- Wensday. Cushing, Ok.: Child Service Demonstration Center, 1978, p. 70.

28a.2. A Bouquet of Reading Activities, p. 89.

LIBRARY RESOURCES:

FS How to read a newspaper
070 Troll, 1969
Ho Loc: Cl, Mad

ACTIVITIES

NOTES

27f.3. Ask the children to write four book titles and authors' names. Draw a line under the title of the book and the printer will set the words in italics.

27f.4. Have students make a list of ten foreign words that are used in the English language.
EXAMPLE: chauffeur, cul-de-sac, cum-laude.
Tell them to use each word in a sentence and try printing the foreign word in italics.

27f.5. Divide class into four groups. Each group will develop a color code for their story:
EXAMPLE: blue - reading material; yellow - listening material; red - speaking parts.

* * *

28a.1. Play Password with vocabulary from units of study. Divide the class into two teams. Have each team select a word. Using one word clues, facial clues, or hand gestures, have the team try to clue in the other team to guess the word. VARIATION: Two pairs of players compete. Member A from each team sees the word and gives clues to Member B. The two teams alternate giving clues and guessing the word.

28a.2. Know Your Word: Using new vocabulary from the subject areas, play a game with words by taping a difficult word on each child's back. The child tries to guess his/her word with others giving clues until the guesser is able to write his/her word on the board.

28a.3. Beanbag Comprehension: Divide students into groups and have each group make up a list of questions about the story just read. Place the wastebasket about 10' in front of a line drawn for the children to stand behind to throw the beanbag. If the beanbag goes into the wastebasket, they get to ask the other group a question. They get one point for asking the question and the answering group gets one point for a correct answer. If they fail

OBJECTIVE

RESOURCES

28.b. Uses specialized reading skills needed for the various subject areas: can read charts, maps, graphs, tables and diagrams. (M)

Word Puzzles 4A, Milliken Publishing Co., 1975, p. 20, "Reading a Bar Graph"; p. 21, "Reading a Line Graph."

LIBRARY RESOURCES:

FS Maps show us where
912 Troll, 1968
Map Loc: C1

FSR Building map and globe skills
912 EBE
Bui 5fs, cas.
Loc: C1, Lin

FSR How to use maps and globes
912 Troll, 1974
How Loc: Mad, McK

FSR How to read maps and globes
912.01 BFA
How 6fs, cas.
Loc: Mon

ACTIVITIES

NOTES

to answer correctly, the asking group gets another point. Groups take turns throwing the beanbag into the wastebasket and asking questions. **VARIATION:** Good for social studies or for review of basic facts in math.

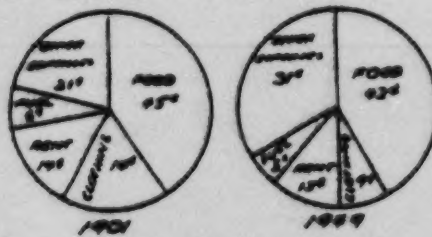
* * *

28b.1. (See the Book Mark needlepoint project, **READING STRAND, OBJECTIVE #27b.**)

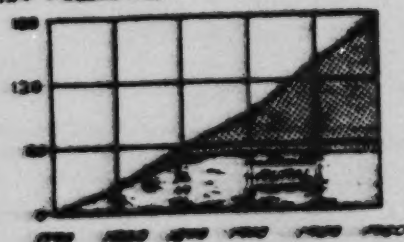
28b.2. Graphs and diagrams are used to compare statistical information and to show changes and trends over a period of time. Many graphs dealing with current events are found in daily newspapers. Have the students make graphs of information for the class. Good graphs to employ when representing data graphically are pie (to show percentages), line (to show trends), bar (to show amounts) and pictorial (to show comparative sizes or values). When making graphic representations be sure that correct titles, scales and legends are used. A good technique in making graphs is to superimpose drawing paper over graph paper, counting the blocks for the value and size of each representation. Otherwise, use a ruler or compass for measurement.

GRAPHIC REPRESENTATIONS

HOW THE AVERAGE FAMILY SPENT ITS DOLLAR, UNITED STATES



U.S. POPULATION GROWTH (IN MILLIONS)



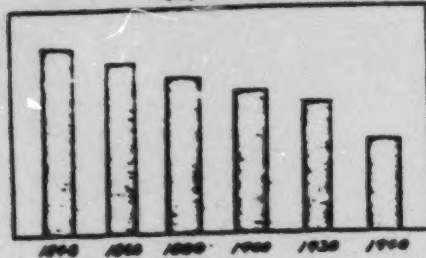
OBJECTIVE

RESOURCES

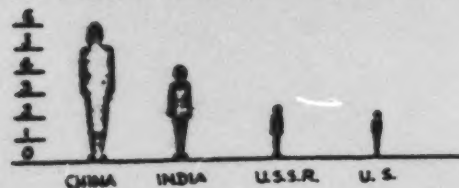
28.c. Uses specialized reading skills needed for the various subject areas: can interpret pictures.
(R)

28c.3. Highlights for Children Creative Writing Activities, pp. 2-3.
P.O. Box 260
Columbus, Ohio 43216

NUMBER OF HOURS WORKED PER WEEK
1890 - 1940



POPULATION COUNT OF COUNTRIES IN MILLIONS



* * *

- 28c.1. Have children take a piece of construction paper and cover up different parts of picture. Discuss changes that take place in picture as items are taken away or added to picture.
- 28c.2. Have children describe the emotions of people as shown through pictures you've collected.
- 28c.3. Cartoon pictures from magazines are cut out and captions removed. Glue onto a sheet of paper. Children are to write a caption fitting the picture. Compare to what another wrote, or the original.

OBJECTIVE

RESOURCES

29. Locates specific materials in the library. (M)

28c.4. Highlights for Children Creative Writing Activities, pp. 6-7.

NOTE: See your resource center director/librarian about units developed for teaching library skills. Librarian's Kit (Madison School)

29.2. Hurst, "Textbook Plus," p. 91.

LIBRARY RESOURCES:

FSR Library skills
028.7 35A
Lib 6fs, cas
Loc: Ad

FSR Adventures in library land
028.7 Educ. Enrichment Materials, 1977
Adv 6fs, cas
Loc: C1

FSR Quickwick: your library
028.7 guide
Qui Spoken Arts, 1973
5fs, cas
Loc: Jack

ACTIVITIES

NOTES

28c.4. "What are they saying?" "What are they thinking?" Use pictures from magazines and write answers to above.

28c.5. Make a bulletin board display full of pictures in a collage fashion. The student throws a dart at the board, looks at the picture where the dart landed, and writes a paragraph telling what the picture is about and what is the essential meaning of the picture.

* * *

29.1. Assign famous persons for reports: Benjamin Franklin, George Washington, Christopher Columbus, Roger Williams, Eleanor Roosevelt, Marie Curie, Grandma Moses, Leonardo da Vinci, Louisa May Alcott, St. Francis of Assisi, Franz Peter Schubert. Or assign inventions, countries, diseases (how contracted, treated), animals, birds, or reptiles for topics for reports. Using the card catalogue, and encyclopedia, and biographies, the students collect information to share with class.

29.2. "What Book": Make a Tic Tac Toe grid inside a folder. Make 12, 1½" square cover cards, six with X's and six with O's. Make 30 1½" by 3" cards and label five of the cards atlas, five almanac, five encyclopedia, five non-fiction book, five Thesaurus, and five dictionary. Make 25 3" x 5" cards. Print the following sentences on the cards, one to a card:

- How many people live in Chicago
- When will the moon set next week, on Thursday
- How Harry Truman felt about dropping the atom bomb on Japan
- Four synonyms for tired
- The opposite of decide
- How to pronounce deciduous
- Where Lenin was born
- How many legs on a centipede
- What infer means
- Two synonyms for market
- How many definitions there are for run
- Where the word hypnosis comes from
- What the temperature is during the day on Mars

OBJECTIVE

RESOURCES

30. Uses supplementary references such as encyclopedias and dictionaries, kits. (M)

30.1. Thompson, Richard, Energizers for Reading Instruction. West Nyack, NY, Parker Publishing Co., 1973.

30.2. Blake, Marsha, Instructor Magazine. December 1980, p. 90.

LIBRARY RESOURCES:

FSR Using the elementary school
028.7 library
Us1 SUE, 1968
Loc: Cl, Jeff, Lin, Mad

TP Learning "look it up" skills
028.7 with the encyclopedia
Lea Field Enterprises
Loc: Jeff

- How many moons Jupiter has
- How to tell what kind of rock you have
- Where Budapest is
- What countries border on Spain
- Who discovered radium
- Who invented the stethoscope
- What Abraham Lincoln's middle name was
- What time it is now in Zurich
- What eradicate means
- Whether you say deb'acle or deba'cle
- Three words that mean the same as work
- How long the Mississippi river is

Write these directions on the folder: Each player takes turns turning over a small and a large card. If the player could use the source on the small card to find the information on the large card, then that player places his mark on the Tic Tac Toe grid. The winner covers three squares in a row.

* * *

- 30.1. Dictionary Race: Have the children arrange their desks in four rows. Place one dictionary on first desk of each row. Include a test sheet with words. Signal start. The first desk person looks up number one word and writes definition, then passes to next person in back. Continue until last child in row looks up the last word. Score for time and accuracy.
- 30.2. Encyclopedia Search: Use the following poem in your class to introduce and reinforce reference skills. Make one copy for every child and list the books they might use to find the answers to the riddles in each stanza. This can be a contest with a prize to the first student to find the answer to every question.

The basset is a type of hound
With a funny-looking torso.
What country did it come from?
It wasn't Mexico!

OBJECTIVE

RESOURCES

LIBRARY RESOURCES (cont'd):

6A Using the encyclopedia
028.7 Learco Inc.
Usi Learning skills kit III
Loc: Mad

32.a. Makes critical judgements
about material read:
distinguishes between fic-
tional and nonfictional
reading selections. (M)

LIBRARY RESOURCES:

FSR Literature for children,
808.8 series 4
Lit Loc: Ken, CC

ACTIVITIES

NOTES

Dr. Seuss has written books
That children love to read.
Can you find his real name
And do it with some speed?

Guided missiles are researched
In Huntsville, Alabama.
Find the nickname of the city
And don't ask your granma!

The Dead Sea Scrolls were found in caves
By a shepherd boy one day.
Find the year he found them there;
Do it without delay.

The walrus is a kind of seal
That grows to enormous size.
Find out how much a grown one weighs
You'll be a bit surprised!

The Pacific is the largest
Ocean in the world.
Pacific has a special meaning;
Can you define that word?

* * *

32a.1. Mirrors of Fiction and Nonfiction: Using a story being read, as "Charlotte's Web," list 8-10 sentences on board from story, as;

1. Flies are among the fastest of all flying insects.
2. Flies can walk upside down.
3. They eavesdrop on conversation.

Children will write sentences on sheet of paper having two mirrors drawn at the top: one Fiction, and the other Mirror of Fiction. Stress that fiction stories will have non-fiction sentences.

32a.2. Provide each student with a sheet of 8½" x 14" card stock on which a brown "shelf" has been drawn. At the top of the page have a title with a blank for the student's name.

The Personal Library of _____

Explain to the students that each time they finish reading a book, it does become a part of their personal library in that it is in their hands, and no one can take it away. Provide a set of book spines, color coded

OBJECTIVE

RESOURCES

34. Discusses behaviors, traits and relationships of characters. (M)

Englebright, Sixty-one Ways to Tell About Books.

LIBRARY RESOURCES:

Refer to Additional Resources for Strand I, D.R. of Newberry Award/Honor Book Series

KIT The lion, the witch and the wardrobe
F by C.S. Lewis
Caedmon, 1978
1 record, 1 pb. book
Loc: Jeff

yellow for fiction and blue for nonfiction. Keep an ample supply all year. They can be cut out of construction paper. When a child completes a book, he/she requests a "book" for his/her personal library. The teacher verifies that the requested color is appropriate for the type of book read. The student writes the author and title on the book and pastes it on his/her library shelf. Display the shelves all year. NOTE: Additional color codes can be added during the year for biography, adventure, history, etc. The mix of colors serves as a quick check to see that students are reading a good variety of types of book.



* * *

- 34.1. Choose a biography book report in which a student becomes that character. Each student is free to make puppets, dress the character, or act out some of the persons' life. Biographies become more meaningful, and the children enjoy these book reports because they love acting out parts.
- 34.2. Hold a panel discussion when several students have completed the same book.
- 34.3. Organize a "pro" and "con" panel made up of some students who liked the book or did not. Let one person represent the author.
- 34.4. Have the student dramatize an important character. The student may relate an incident in the first person.

OBJECTIVE

RESOURCES

35. Identifies or infers main ideas, conclusion, and themes from literature.
(I)

Igniting Creative Potential, Univ. of Utah,
Salt Lake City, Utah 84112, p. 104.

Prof.

370.118

Ign

LIBRARY RESOURCES:

FS Learning to use your mind

153 3fs

Lea Loc: Mon

- 34.5. Let three children be challengers and have questions from the audience about behaviors, traits and relationships of characters.

* * *

- 35.1. Show a picture to the class. Have students describe or tell about the picture in one short sentence. Display several pictures (preferably some done by the students). Have students make a title for each picture stressing how the title will communicate the meaning intended by the artist.
- 35.2. Read a poem to the class. Then the students will tell in one short statement what the poem communicated to them.
- 35.3. Take a hike outside. Have all senses alert, observing the natural environment. The next day, begin building a "Word Bank" inspired by observations. Meanwhile, have the students read a story which deals with the natural environment, continue building the word bank. For the next several days, describe the nouns and compile a list of adjectives. "Can do" words are compiled into a verb list. Use the words to write a group story. For the next several days, the children dictate sentences as fast as the teacher can write them. Proper sequence is not needed at this time. Recopy each sentence on separate strips of paper and tack them on a large bulletin board. Have the class put them in the most logical order. Some sentences may be discarded because they don't belong anywhere, others can be added to provide necessary transitions. Group the sentences into paragraphs and decide the best sequence. Copy in proper order, adding an ending if needed. Display on the bulletin board. It may take a month to complete, but each member of the class experiences what it means to research, organize, write and polish a composition. It serves as a learning experience for everybody and especially as a morale builder for the more-hesitant writers.

OBJECTIVE

RESOURCES

38. Examines the effect of setting in a story, play, or film. (I)

35.4. Thompson, Richard, Energizers for Reading Instruction, West Nyak, N.Y.: Parker Publishing Co., 1973.

Newbery records
(Madison Library)

- 35.4. Tic Tac Toe for Detail: Students read story and then answer questions about story by filling in X's and O's. EXAMPLE: Story is about a trip. These would be suggested questions. Correct answers will receive X or O in the correct box. Three across in any direction wins.

Who was main character?	Where did he live?	How was he going to travel?
Where did he go?	What would he bring back?	How long would he be gone?
Who was his friend?	Where was he going?	When would he go?

The children make a grid on a sheet of paper with their own arrangement of the questions. The teacher asks a question and each student writes a short answer in the square and places an X or O. The first to have three across reads his/her answers and wins a point for his/her team.

* * *

- 38.1. After completing a story from the reading text, discuss setting as TIME and PLACE. List ways the story would be changed if setting were converted from past to present or future, desert to mountains or oceanside, or summer to winter.
- 38.2. Listen to Newbery records from media center, such as Matchlock Gun. Could this be transposed to modern times? Have the students write their views on this question.

OBJECTIVE

RESOURCES

39. Uses library independently for recreational reading. (M)

39.2. A Bouquet of Reading Activities.
Oklahoma State Department of
Education, 1975, p. 40.

ACTIVITIES

NOTES

- 38.3. Often stories are not explicit about setting. What things tell when and where the action is taking place? VARIATION: Have the children write their own idea of the time and place of a particular story.

* * *

- 39.1. Treasure Hunt: Searching for gems and other valuables takes place by reading for information about a topic of special interest, or reading fiction books. Students have "Pirate Ship Passes" to go to the library for their hunt.

- 39.2. Use a reading contract with students:

Reading Contract

Name _____

Date to begin _____ finish _____

I wish to learn about _____

because _____

How I will do my report:

- _____ write a story
- _____ draw a picture and tell a story
- _____ collect pictures
- _____ make a book
- _____ make a puppet show
- _____ write a poem

- 39.3. See the "Personal Library Shelf" activity in READING STRAND, OBJECTIVE #32.

* * *

OBJECTIVE

RESOURCES

41. Distinguishes between
fact and opinions. (M)

41.1. Hurst, "Textbook Plus," p. 51.

233

- 41.1. Make a gameboard with 26 spaces. On each space, draw or affix a picture of one of the items below. Print each item's name beside the picture.

Start	birds	butterfly
rain	woods	fish
stone	flowers	leaves
nest	mushroom	snake
turtle	skunk	frog
old can	brook	squirrel
spider	hornets	bugs
caterpillar	worm	blueberries
deer	The End	

Make a spinner with these six options.

opinion 2	fact 1
fact 2	opinion 3
opinion 1	fact 3

Write these directions on the back of the gameboard: Each player spins the dial and moves the indicated number of spaces. If the dial lands on fact, the player must give a fact about that object. If the dial lands on opinion, the player must give an opinion.

- 41.2. Have children volunteer to be in following scenes. Describe scene to each group, asking them to use actions but no words. EXAMPLE:
1. Three students drawing a picture. Fourth student walks past them. The three students look at the person who is walking by and then begin whispering together.

2. One person is holding a pencil. A second person grabs the pencil and runs.

After each scene, have the rest of group make statements of fact or opinion about what they saw.

OBJECTIVE

RESOURCES

235

ACTIVITIES

NOTES

- 41.3. Write these guidelines on the board and have students copy them:

Distinguishing between fact and opinion:

1. See if the statement contains words that label opinions, such as may, could, and so on.
2. See if the statement contains emotional words that cannot be proved or checked. If so, then the statement is probably opinion.
3. Ask yourself if everybody would accept the statement. If not, it is probably opinion.
 - a. Austin is the capital of Texas.
 - b. Austin is the greatest city in Texas.

clue word: greatest

Make a series of sentences that are opinions, using clue words such as greatest, best, may, could, etc., and a series of sentences that are facts.

- 41.4. Using a book bag, canvass bag or a paper container shaped like a back pack, write Fact Pack across the flap. On the front, tape a list of the above considerations distinguishing fact/opinion. Students place fact in the "Fact Pack." VARIATION: Provide another container for opinions, the "Opinion Bag." Provide strips of tagboard or paper for students to write on the sentences they find that they believe illustrate fact and opinion. Once a week or so, empty the bag and discuss their contributions. You might want to give a small prize for the largest contributor.
- 41.5. Provide a picture and written description of a situation, event, or accident (spilled milk at dinner). The children are asked to write two or three sentences explaining the accident. (Their explanations may be oral.) They will not be expected to distinguish cause and effect. On an overhead or on the board, the children's statements are analyzed by the class as fact or opinion. The teacher will need to guide the discussion.

* * *

ADDITIONAL RESOURCES
for
STRAND IV

- | | |
|---------------------|---|
| FS
421.5 | Learning about our language series, set I
McGraw, 1966.
(6 filmstrips)
Loc: |
| FS
372.4 | Primary graded word phrases
SVE, 1966.
Level A: 1, 2, 3, 4
Level B: 1, 2, 3, 4
Level C: 1 - 10
Level D: 1 - 16
New graded word phrases
Level E: 1 - 24
Loc: Mad |
| FS
372.4 | Reading speed series
SVE, 1966.
Contents: 5-8 letter words, 4 letter words, 4-8 letter words,
1-3 letter words, 3-4 letter words.
Loc: Ken, Mad |
| FS
421.5 | Spelling: because they want to write
Imperial Film Co., n.d.
Contents: Letters, the guiding blocks; long and short
vowels; quiet letters; combining vowels and consonants;
digraphs, blends, and diphthongs; the alphabet and alphabetizing.
Loc: Lin |
| FSR
428
Mor | Working with blends and digraphs 6fs/3cas
Troll, 1973
Loc: Ike, Lin, Mad |
| FSR
372.41
A1 | Alphabet fun (Gr. 1-3)
Coronet, 1973
(4 FILMSTRIPS/CASSETTES) |
| FSR
170
Cr | Creative thoughts
Eyegate House, 1973.
(4 filmstrips/cassettes)
Contents: Interpretation: fact or fancy, illusions, translations
Values: the thin line, situational ethics, changing patterns.
Decisions: what if..., fads, hysteria. Ethics: personal, family
community.
Loc: Ken |

ADDITIONAL RESOURCES
for
STRAND IV

- | | |
|----------------------|---|
| FSR
813
Fir | First choice authors and books
Pied Piper, 1974.
(4 filmstrips/cassettes)
Contents: Cleary, Bulla, Henry, Chase. |
| FSR
372.4
Hea | Headstart on reading: look and listen
Filmstrip House, 1967.
(4 filmstrips/records, guides)
Loc: Ike |
| FSR
372.4
Ho | Holt Language Extenders, Kit 3.
Holt, Rinehart, & Winston, 1977.
(6 filmstrips, 8 cassettes, guide)
Loc: Ken |
| FSR
813
Lau | Laura Ingalls wilder filmstrip showcase
Miller-Brody, 1976
(1 filmstrip, 3 cassettes, script)
Loc: Ad, Ike |
| FSR
372.4
Mon | Monster Sound Filmstrips, Set 2.
Bowmar, 1975.
(4 filmstrips/cassettes, guide)
Loc: Ike |
| FSR
372.4
Re | Reaching Up
Scholastic, 1973.
(100 paperbacks, cards, records, tapes, charts)
Loc: Ike |
| FSR
372.61
Sto | Stories about words. (Gr. 1-3)
Coronet, 1976.
Contents: Look-a-like words; sound-a-like words, synonyms,
antonyms, compounds, prefixes, suffices.
Loc: C1 |

ADDITIONAL RESOURCES
for
STRAND IV

- | | |
|----------------------|--|
| FSR
160
Thi | Thinking skills
Troll Associates, 1974.
(6 filmstrips/cassettes, guides)
Contents: Getting the real facts; what can't you figure out;
deduction and inference; proper order and sequence; putting
things together; identifying and differentiating.
Loc: Ike |
| FSR
414
Wor | Working with words
Troll Associates, 1974.
(6 filmstrips/cassettes, guides)
Contents: Introduction to syllables; prefixes and suffixes;
synonyms and antonyms; putting it all together; compound words
and plurals; working with syllables.
Loc: Ike, CI |
| KIT
372.6 | Wordcraft: a new approach to rapid vocabulary building
Communicad, 1969
6 fs/cas/manual
Loc: Ken |
| KIT
E | Curious George Learns the alphabet
(Educational Enrichment, 1977
2fs, cas, dup masters, guide)
Loc: Mon |
| KIT
372.4
AI | Alphatime (1st grade)
New Dimensions in Education, 1972
(records, guides, duplicating masters, inflatables)
Loc: Jeff, Ike |
| KIT
372.41
Di | Disney's reading comprehension progra, Set I.
Walt Disney Educational Media, 1978.
(4 filmstrips/records, guides, spirit masters)
Contents: The main idea; getting organized; sequence;
following directions.
Loc: Ken |
| KIT
372.21
Kin | Kindergarten Keys
Language Development Cards.
Economy Co., 1968.
Loc: CI, McK |

ADDITIONAL RESOURCES
for
STRAND IV

- | | |
|---------------------|--|
| KIT
372.4
Re | Reaching Higher
Scholastic, 1974.
(100 paperbacks, cards, records, tapes, charts)
Loc: Ike |
| DR
425
SOV | Sound skills: Consonants for upper grades, vol. I, II, III.
Classroom Materials
Loc: Mon |
| DR
398.24
Aes | Aesop's fables
Read by Boris Karloff
Loc: Cl, Jeff, Mad, Wil |
| DR | Newbery Award/Honor Books recordings.
Miller-Brody.
Contents: Each Record has follow-up activities and guide.
Loc: All schools have a large selection. |
| TP | Grammar transparencies
Jenn Co., n.d.
Contents: Nouns; pronouns; adjectives; adverbs, capitalization,
antonyms, synonyms, homonyms, alphabetizing, book parts.
Loc: Jack |
| TP | Language transparencies
Hayes Co., n.d.
Contents: Verbs, plurals, subjects, pronouns, punctuation,
predicate, parts of speech.
Loc: Jackson |
| TR
372.4
Vo | Vocabulary skills audion lesson
Reader's Digest, 1972.
(6 cassettes, guide) Levels 4,5
Loc: Mon |
| CM | Read the picture stories
Word Making Production, 1967.
(12 Vol.)
Loc: Ike |

ADDITIONAL RESOURCES
for
STRAND IV

- CM EDL--Reference Skills (Study Skills Library)
Level CCC by H. Alan Robinson
(Activity sheets)
Contents: Book titles; table of contents; title page;
illustrations and captions, maps, dictionary, index;
diagrams; glossary.
Level DDD
(activity sheets)
Contents: Alphabetical order; title page; copyright notice;
table of contents, dictionary--words with many meanings;
dictionary--guide words, glossary, index, list of maps and
illustrations, acknowledgements page.
Level EEE
(activity sheets)
Contents: Alphabetical order; table of contents; pronunciation
key; reference tables, index, glossary, bibliography, card
catalog.
Loc: Jack
- CM Schoolhouse: a word attack skills kit
SRA, 1973.
Loc: Ike, Jeff, Lin
- CM Read on! 100 individualized reading projects and exercises
for intermediate grade interest.
Educational Insights, 1974.
Loc: Ike, Ken
- CM Flash X - 10 Sight vocabulary, grade 3
- 5 Sight vocabulary, grade 1
- 6 Sight vocabulary, grade 2
- 2 Primary recognition
- 1 Readiness pictures
- 4 Basic accuracy, letters
Loc: McK
- CM Basic word sets --A
Barnell-Loft, 1973.
(36 booklets, spirit masters, guide)
Picto-Cabulary Series
Loc: Jack

ADDITIONAL RESOURCES
for
STRAND IV

- CM Capitalization and Punctuation A, B, C, D
by Richard A. Boning
Barnell-Loft, 1972.
(4 boxes with 12 student booklets, record sheets, answer
sheets, manuals)
Loc: Jack
- CM Picto-cabulary series, Set 222
by Richard A. Boning
Barnell-Loft, 1972.
Also: Words to eat
Words to Meet
Words to wear
Loc: Wilson, Jack
- CM Discovery Reading Cards
by Dana Newman
Center for Applied Research, 1974.
(30 cards)
Loc: Jack, Wil, Ike
- CM Through Library doors
Study skills book, SW 8.
Scholastic, 1968.
Loc: Lin
- CM Reading attainment systems
Groslier, 1972
(Reading selection, skill cards, etc.)
Loc: W11
- CM Creature Teachers -- Adventures in Hotel Scary
Economy, 1974.
(22 cassettes, pupil books)
(word attack and early comprehension skills)
Loc: C1
- CM IDEAL Tapes
No. 2747 Vowels (10 tapes, ditto masters)
No. 2727 Initial and final consonants (same)
No. 2707 Reading-writing readiness (8 tapes, ditto masters)
No. 2737 Blends and digraphs (5 tapes, ditto masters)
Loc: C1

ADDITIONAL RESOURCES
for
STRAND IV

TA 372.4 Mat	Match letters (capitals) SVE 1971 #1017 (8 cards, guide) Loc: Ken
TA 372.4 Mat	Match letters (lowercase) SVE 1971 #1018 (8 cards, guide) Loc: Ken
TA 372.4 Rhy	Rhyming pictures bingo SVE 1971 #1009 (8 cards, guide) Loc: Ken
TA 372.4 Sho	Short vowels SVE 1970 #1008 (8 cards, guide) Loc: Ken
TA 428 Wel	Welcome to English, by Thomas Lisemore Regents Pub. 1973 (5 books, Levels 1-5) Loc: Jeff, and others
TA 428 Lan	Language Skills: Consonant and vowel sounds Teaching Resources 1973 (80 picture cards, guide) Loc: Lin
TA	Ginn Basic Card Set: Unit II, word cards Ginn and Co. Loc: C1
TA	Search and Research, Set A (an individualized approach to the initial teaching of research skills) Creative Teaching Press CTP-144 (50 cards) Loc: Adams
TA	The Vocabulary Box -- Primary Educational Insights 1979 No. 9145 (120 activity cards) Loc: Adams

ADDITIONAL RESOURCES
for
STRAND IV

TA 372.4 Fin	Final consonants SVE 1970 #1006 (8 cards, guide) Loc: Kan
TA 372.4 Ini	Initial consonants SVE 1970 #1005 (16 cards, guide) Loc: Kan
TA 372.4 Lon	Long vowels SVE 1970 #1007 (8 cards, guide) Loc: Kennedy
TA 372.4 Sch	Scholastic skills books -- Phonics Scholastic Book Service, 1973. Loc: Ike
TA 372.4 Cro	Croft-NEI reading resource file Bureau of Business Practice, 1975. (60 cards, guide) Loc: Mon
TA 372.6 Voc	Vocabulary improvement practice. Harcourt Brace Jovanovich, 1975. (160 cards, guide) Loc: Mon
TA	Language patterns Milton-Bradley Loc: Ad
TA 372.4 Usi	Using context clues. Educational Insights, n.d. Loc: Ad
TA 423.07 Dic	Dictionary Skills. by L. Moquin Curriculum Associates, 1974. (10 books, guide) Loc: Lin

ADDITIONAL RESOURCES
for
STRAND IV

- | | |
|--------------------|--|
| TA | <p>Vocabulary Development
Milton-Bradley
Contents: synonyms, antonyms, homonyms, homographs, prefixes, suffixes.
Loc: Ad</p> |
| TA | <p>You'd better believe it
Educational Insights, n.d.
(100 individual reading exercises)
Loc: Jack</p> |
| TA | <p>Mind Expanders
Educational Insights, n.d.
Loc: Jack</p> |
| TA
Q28.7
Lib | <p>Library Skills charts
Ideal, 1968. #2780
(18 charts, guide)
Loc: Ken</p> |
| TA | <p>The Vocabulary Box -- Intermediate
Educational Insights, 1979. No. 9146
(120 activity cards)
Loc: Ad</p> |
| TA
Q28.7
Inf | <p>Information Fast
Educational Insights, 1974.
(125 activity cards)
Loc: Ken, Jack, Mon</p> |
| TA
Q28.7
Dis | <p>Discovering your library
Creative Teaching Press, 1976. CTP-143
(activity cards, guide)
Doc: Jack</p> |
| TA | <p>Strategies in Study Skills
Milton-Bradley
Contents: dictionary skill, reference skills, informational skills, sentence comprehension, paragraph comprehension.
Loc: Adams</p> |

ADDITIONAL RESOURCES
for
STRAND IV

- | | |
|---------------------|---|
| TA
372.4
Ind | Individualized reading job cards
Stan Laird, 1971.
(cards, teacher's guide)
Loc: W11 |
| TA
372.4
Rea | The Reading Box, 150 reading games and activities.
Educational Insights, 1974.
(150 game and activity cards)
Loc: W11, Jack, Mon |
| TA
793.73
Rea | Reading games and activities
by Mary E. Dorsey
Lear Sigler/Fearon, 1972.
Loc: W11 |
| TA
793.73
Sev | 77 games for reading groups
by Seymour Metzner
Lear Sigler/Fearon, 1973.
Loc: W11 |
| TA | Read On! 100 individualized reading projects and exercises
for intermediate grade interests.
Education Insights, 1974.
Loc: Ken |
| FC
152.1
SAM | Same or different cards
DLM 1970 DLM 176
(30 cards)
Loc: W11 |
| FC
152.1
Sam | Same or different proportion cards
DLM 1973 DLM 254-A
(30 cards)
Loc: W11 |
| FC
372.6
Ass | Association picture cards I
DLM 1969 no. P-124
Loc: W11 |

ADDITIONAL RESOURCES
for
STRAND IV

FC 372.6 Ass	Association picture cards II DLM 1969 no. P-155 Loc: W11
FC 421	Picture word builder Milton Bradley 1966 Loc: Ike
FC 421 Pic	Picture word cards, the 95 commonest nouns by Edward W. Dolch) Garrard 1960 Loc: Ike
FC 428.3 Bas	Basic sight vocabulary cards Garrard 1949 (220 cards) Loc: Ike
FC 428.3 Pop	Popper words: Set 1: Easier half basic sight vocabulary Set 2: Harder half basic sight vocabulary by Edward W. Dolch) Garrard 1960 (110 cards in each set) Loc: Ike, Jack, Mon
FC 424 Hon.	Homonym poster cards Milton-Bradley, 1965. #7510 (30 cards) Loc: Ike
FC 424 Syn	Synonym poster cards Milton-Bradley, n.d. Loc: Ike
FC 428 Ant	Antonym poster cards Milton-Bradley, 1968. No. 7529 (30 cards) Loc: Ike, Ad

ADDITIONAL RESOURCES
for
STRAND IV

GA 152.14 Pic	Pick-pairs; a card game of visual recall Milton-Bradley, 1971. (108 cards) Loc: Ike
GA 414 Pho	Phonetic rummy Sets A, B, C, D Kenworth, 1953. no. 2156 (60 cards in each set) Loc: Ike, Jack, Mon (D)
GA 421 Dog	Doghouse game fun with phonics Kenworthy, 1963. #2155 Loc: Ike
GA 421 Mat	Match, a picture-word matching game, Set 1 by Edward W. Dolch Garrard, 1953. (96 cards) Loc: Ike
GA 421 Mat	Match me, rhyming words activity cards Trend Enterprises, 1974. #T-332 (32 cards) Loc: Ike
GA	Lets' learn sequence Instructo, n.d. #1015 Loc: Jack
GA	Word Prefixes Word Suffixes Kenworthy, n.d. Loc: Jack
GA 414 Pho	Phonic rummy, sets 1, 2, 3 Kenworthy, 1973 (3 sets of cards, directions) Loc: Mon, Jack

ADDITIONAL RESOURCES
for
STRAND IV

- | | |
|--------------------|--|
| GA
421 | Vowel lotto
designed by Edward W. Dolch
Garrard, 1956
(game cards, marker, directions)
Loc: Mon |
| GA
372.4 | Reading games that teach word attack skills, book IV
Creative Teaching Press, 1970.
(39 games)
Loc: Wil |
| GA
428.3
Pas | Password
Milton-Bradley, 1970
Loc: Ike |
| GA
028.7
Coo | Cool Chicken (library skills)
Upstart, 1978.
(gameboard, 162 cards, markers, story, rules)
Loc: Mad, Mon |
| GA
028.7
Lib | Library games; classifying and finding materials
Learnco, 1970. #C 141
Library Games Skills Kit I
(activity cards)
Loc: Mon, Mad |
| GA
028.7
Lib | Library games; using the card catalog
Learnco, 1976. #C 145
Library Games Skills Kit II
(activity cards)
Loc: Mad, Mon |
| GA
027.8
Usi | Using the Encyclopedia
Learnco, n.d. #E 146
Library Games Skills Kit III
(activity cards)
Loc: Mad |

ADDITIONAL RESOURCES
for
STRAND IV

- | | |
|-----------------------|---|
| Prof.
372.4 | Barnes, Don
Reading, Thinking, and Reasoning Skills.
Steck-Vaughn Co., 1974.
(6 levels of pupil workbooks and teacher's guides)
Loc: C.C. |
| Prof.
028.5
Bec | Beck, Margaret V.
A guide for introducing library skills to kindergarten and
primary grades.
T. S. Denison, 1967.
Loc: Jack, Mon, C.C. |
| Prof.
028.7
Bec | Beck, Margaret V.
Guidebook for teaching library skills.
T. S. Denison, 1965.
Loc: Jack, C.C. |
| Prof.
372.1
Bel | Bell, Irene Wood
Basic media skills through games.
Libraries Unlimited, 1979.
Loc: Mon |
| Prof.
028 | Decker, Isabelle M.
100 novel ways with book reports.
Citation Press, 1969.
Loc: C.C. |
| Prof.
372.4
Far | Farnette, Cherrie
Kids' Stuff reading and writing readiness.
Incentive Publication, 1975.
Loc: Mad |
| Prof.
372.4
FOR | Forte, Imogene
Kids' Stuff reading and language experiences.
Incentive Publishing, 1975.
Loc: Mad |
| Prof.
372.4
For | Forte, Imogene
Kids's Stuff reading and language experiences.
Incentive Publishing, 1973.
Loc: Mad |

ADDITIONAL RESOURCES
for
STRAND IV

- Prof.
372.6
Lip Lipson, Greta B.
Fact, fantasy and folklore, expanding language arts and
critical thinking skills.
Good Apple, 1977.
Loc: Ike
- Prof.
372.4
Mal Mallett, Jerry J.
Classroom reading games activities kit.
Center for Applied Research in Education, 1975.
Loc: Lin, C.C.
- Prof.
372.4
Mye Myers, Garry
Fun with phonics
Highlights for Children, 1966.
Loc: Kennedy
- Prof.
372.6
Platts, Mary E.
Anchor; a handbook of vocabulary discovery techniques
for the classroom teacher.
Educational Service, 1970.
Loc: Wil, Mon, Lin, Mad
- Prof.
372.6
Rib Ribisl, Jean M.
Consonant capers
Houghton-Mifflin, 1975.
(6 booklets)
Loc: Mon
- Prof.
372.6
Way Wayman, Joe
Secrets and surprises.
Good Apple, 1977.
Loc: Ike, C1

STRAND V

WRITING

OBJECTIVE

RESOURCES

2.b. Develops handwriting skills: uses cursive writing. (R)

2b.2. "Writing from a Plan," Using Our Language. Los Angeles: Bowmar, Noble, Inc., p. 12.

2.f. Develops handwriting skills: employs appropriate formation, size, slant, alignment, and spacing in cursive. (R)

2f.1. Forte, Imogene and Pangle, Mary Ann, Mini-Center Stuff, Nashville: Incentive Publications, 1976, p. 29.

2b.1. Have students bring an empty paper towel tube and decorate it as a personal time capsule. Each student selects a poem or paragraph from the reading text to copy in careful cursive writing. Or students may elect to write an original work. The paper is then rolled to fit inside the time capsule and saved for later in the year. At the end of the year, students open their time capsules to see how their handwriting is improved.

2b.2. Allow the class members to write out their plan for a class party. In discussing their preparations, the teacher outlines the necessary steps on the board as they are discussed:

- I. Preparing for the party
 - A. Choosing a date and time
 - B. Deciding on food and games
 - C. Collecting money
 - D. Making a shopping list
- II. Giving everybody a job
 - A.
 - B.

After students have completed the outline of the plan, they should use the outline to write their plans in paragraph form. Instruct them to use the major topics as their guide to two paragraphs.

* * *

2f.1. Explain to the students that the dining room of the Handwriting Hotel has employed them to write menus for one week. "The manager says that your handwriting is neat, and that is why you got the job!" Each student writes a menu for a week. They may decorate, fold, or design it however they wish. Some may want to investigate some different types of foods for the menu. This activity will integrate well with a nutrition unit.

OBJECTIVE

RESOURCES

5. Writes a letter using date, greeting, body, closing, and signature, and addresses envelopes correctly. (M)

2f.2. Forte and Pangle, Mini-Center Stuff, p. 29.

2f.3. Anderson, Paul S. Language Skills in Elementary Education, London: The MacMillan Co., 1971, p. 114.

LIBRARY RESOURCES:

FS Learning to write letters
808.6 Troll, 1970
Lea Loc: Clev, Lin, Wil

TP Letter writing (series)
Instructo
Loc: Jack

255

2f.2. The Handwriting Hotel also has a guest register. Many famous people have stayed at the Handwriting Hotel, and their signatures are on the register. Ask each student to show how 25 guests may have signed their names to the register. Tell them to be sure and add their own signatures to the register. The class may want to compile a register book.

2f.3. Have students copy these sentences from the board, using appropriate penmanship:

Here is how I write when I am in a hurry.
Here is how I write when I do my best writing.

Here is how I rate my fast writing:
Excellent Good Fair Poor

Here is how I rate my best writing:
Excellent Good Fair Poor

* * *

5.1. The children write letters to their parents. They address and decorate the envelopes. The letters are sold at the PTA/PTO carnival for postage due. Encourage students to follow correct form for letters.

5.2. Each student writes a letter for another student in the class. These should be general and not addressed to a particular student. The writer does not sign the letter, but provides several clues to identity, such as favorite activities, initials, number of siblings, etc. The teacher collects the letters and distributes them to the students. They try to guess who wrote the letter.

5.3. Each student writes a persuasive letter to his/her parents justifying a request for an increase in allowance.

* * *

OBJECTIVE

6. Spells a prescribed set or series of words correctly.
(M)

RESOURCES

- 6.1. Petreshene, Susan S., "The Spunky Speller," Instructor, January 1981, p. 45.

- 6.5. Petreshene, "The Spunky Speller," p. 46.

LIBRARY RESOURCES:

KIT The Spelling Monsters
372.63 Loc: Mck.
Spe

257

- 6.1. Provide an inexpensive rubber stamp set that has each of the letters of the alphabet. The children use it to spell each of the words in the weekly spelling list.
- 6.2. Misspell some spelling words and mix them in with correctly spelled words. The students proofread and correct the list. VARIATION: Use the words in sentences or paragraphs.
- 6.3. Discuss and share mnemonic devices for memorizing spelling words: a friend is a friend to the end; an ant is not pleasant at a picnic.
- 6.4. "Spello": Prepare a 16 square grid (4 across, 4 down) with a top border that says "Spello." Run off copies for students. The teacher writes the spelling words on the board. The students discuss pronunciation and meaning of the words. As each word is discussed, the student selects one square in the grid to write the word. Fill the grid with the spelling words. Provide markers, such as buttons or beans, for the children. The leader begins by calling any word from the list and putting an X next to it on the board. Continue calling words until someone calls, "Spello" (four in a row). The winner calls the four words with markers back to the leader to check the "Spello" and becomes the next leader.
- 6.5. The student selects a few of the most difficult words from the spelling list and writes them on paper using glue. Then sand is sprinkled over the page. After the glue has dried, the excess sand is tapped off. VARIATION: Use glitter instead of sand.

* * *

OBJECTIVE

RESOURCES

7. Proofreads and corrects. (I)

LIBRARY RESOURCES:

FSR How a picture book is made:
686 The Island of the Skog
How Weston Woods 1976
(Excellent Enrichment)
Loc: Ad, Ike, Lin, Mad, Mon

FSR McDermott, Gerald
741.642 Evolution of a graphic concept:
McD The Stonecutter
Weston Woods
lfs, cas
Loc: Adams

8. Uses descriptive words and phrases. (I)

LIBRARY RESOURCES:

FS Phrases-group I, II, III
372.4 SUE, 1967
Phr Loc: Ken

ACTIVITIES

NOTES

- 7.1. Prepare a handout or bulletin board with the following directions for proofreading:

Fishy Facts!

1. Fish for name and date
2. Fish for writing neatness
3. Fish for facts
4. Fish for spelling
5. Fish for punctuation
6. Fish for capitals
7. Fish for sentence construction

- 7.2. After students have completed a writing assignment, have them proofread their papers. Then group them and let three or four students exchange papers and proofread each other's work. Each student in the group will look over each paper and make corrections for:

1. spelling
2. punctuation
3. capitals
4. sentence correction

* * *

- 8.1. Let students experiment with drawing words in a way that shows the meaning of the word:

ZIGZAG

DOWNSTAIRS

ROUND



Some suggested words are try, run, sun, fog, round, flat, spiral, rabbit, music, wide, and tiny.

OBJECTIVE

RESOURCES

ACTIVITIES

NOTES

- 8.2. Bring to school some examples of garage sale ads from the newspaper. Discuss the types of words used to entice the buyers. Look at descriptive words. Use the following example, before and after descriptive words were added. Then ask children to write garage sale ads.

GARAGE SALE OF THE YEAR
Saturday from 9 A.M. to 5 P.M.

Don't miss this fabulous garage sale! We have a large selection of ^{garden} tools. Items for children include a ^{new} bicycle and a pair of size ^{new} shoes in excellent condition. For clothing, there is a worn ^{new} jacket, size 10, and two pairs of ^{new} pants, sizes 8 and 11. We also have some home furnishings and appliances on sale, including a ^{new} clock, one ^{new} beater, and a pair of ^{new} chairs. All this and more! Be there! Sale at 147 Main Street.

- 8.3. In class discussion, have students discuss what their favorite meal is. When do they usually have this meal? (holidays, seasons, etc.) What are the smells associated with the preparation for this meal? What sights and sounds accompany the preparation? As they suggest ideas, write words and phrases of description on the board. After the discussion, ask them to write a descriptive paragraph telling about the preparation of their favorite meals. Remind them to use descriptive words and phrases. Students may want to share their paragraphs with the class.

* * *

OBJECTIVE

RESOURCES

10. Writes a story using simple sentences in a sequence.
(M)

10.2. Forte and MacKenzie, Kid's Stuff.

LIBRARY RESOURCES:

FS Developing language skills:
428.3 story settings
Dev 4fs
IFC, 1967
Loc: Lin, Mon

KIT Creating characterization
372.6 Cemerel, 1973
Cre Word cards, fs, guide
Loc: Ike

ACTIVITIES

NOTES

- 10.1. Individually or progressively for the class, have students write an alphabet story. The first word of each sentence must begin with a different letter of the alphabet, in sequence. For example:

1. A boy named Joe went to the store.
2. "Be swift about it," said his mother.
3. "Certainly," Joe answered as he left.
4. Down the street he went, riding his bike.

- 10.2. Prepare a mystery box for each pupil or ask each child to bring from home a box in which he/she has enclosed a common object. The students trade boxes so each has a box which contains an unknown object. The task of the writer is to use his/her five senses to ascertain the contents of his/her box without opening it. After shaking it, listening to it, feeling it, smelling it, etc., the student writes a story in the first person, pretending that the object is telling the story. When all students have finished writing, they read their stories aloud to the class and then reveal the identity of the imprisoned object. Even the authors of the stories are surprised at the outcome.

- 10.3. Students write paragraphs about topics of interest, such as balloons or animals. They may use reference materials to collect information or write from their own ideas. They write their ideas and information in the order in which it comes to them. The paragraphs may include characters and events for stories. The teacher collects these paragraphs and redistributes them to the students, making sure not one gets his/her own paper. Each student then rewrites the paragraphs by ordering the information and events into a sequence for a story. The original author and the reviser should be provided an opportunity to discuss the story.

* * *

OBJECTIVE

RESOURCES

11. Writes a story having a beginning, a middle, and an end. (I)

LIBRARY RESOURCES:

MP Ealing story starters
372.6 Ealing, 1969
Eal 9 loops, guide
Loc: Ike

ACTIVITIES

NOTES

- 11.1. "Stop Watch Story": This is a good activity for reluctant writers. Divide the class into teams of three each. Each person on the team writes an introduction to a story. At the end of three minutes, the teacher tells them to exchange papers. They each read the beginning and write a middle of a story for the second story. At the end of three minutes, they exchange their papers again and write a conclusion. They share their stories within the group and select one to share with the class. VARIATION: Have all three students prepare only one story, waiting rather than writing, when it is not their turn to write.
- 11.2. Provide a story starter and a concluding sentence for a story. Students write details and events.
- 11.3. Provide children with two or three animal characters and basic conflicts: Robert, the baby rabbit, sneaked away from his mother late one afternoon. He sneaked across the road to the cabbage patch and became so engrossed in eating the cabbage that he hardly noticed that the sun had set. It was dark, and he would surely be in trouble when, and if, he got home again. Give the animals human feelings and situations in which the students may have been. Ask the students to finish the story. Let them illustrate their stories and display them in class.

* * *

OBJECTIVE

13. Uses a variety of sentence patterns in writing (S-V, S-V-C, S-V-O, expletive sentence, etc.). (I)

RESOURCES

- 13.1. Forte, Imogene, and Pangle, Mary Anne, Spelling Magic. Nashville: Incentive Publications, 1976.

LIBRARY RESOURCES:

FSR Building sentences
372.62 United Learning
Bu1 Loc: McK

ACTIVITIES

NOTES

- 13.1. "Computer Cranny": Make a computer by pasting 21 library pockets on a piece of poster board. Print a noun on each library pocket. Cut a circle three inches in diameter from tagboard. Print verbs on the circle and attach the circle to the poster board. Provide paper strips and pencils. The first player calls out a sentence pattern and selects a subject from the computer panel and turns the verb button. Using the paper strips, all of the players write sentences containing the subject and verb, using the sentence pattern required. They also may need to add sentence parts to meet the sentence pattern requirement. When a student has completed the sentence, he/she places it in the appropriate library pocket. The game continues until one player has a total of 25 sentences in the pockets.
- 13.2. Students write sentences using any of the studied sentence patterns. They individually read their sentences to the class and call on volunteers to identify the sentence pattern. The student who identifies the pattern correctly may then give the next sentence.
- 13.3. Provide a set of cards labeled noun, verb, adjective, subject, predicate, object, etc. The students make up sentences sequentially in add-on style. Each student is responsible for identifying his/her own word. The group stands, holding the cards, in the proper sequence, thereby identifying the pattern of the sentence. VARIATION: Provide students with a card, let the group of students work on the sequence to fit a pattern and then produce a sentence that fits the pattern.

* * *

OBJECTIVE

RESOURCES

14. Combines two or more sentences into a compound sentence. (I)

- 14.2. Strong, William. Sentence Combining: A Composing Book. New York: Random House, 1973, pp. 7 and 10.

ACTIVITIES

NOTES

14.1. Draw and cut out at least 12 clouds. Write one independent clause on one cloud and another independent clause on another cloud. On smaller clouds write coordinating conjunctions such as; and, so, but, or, etc. Shuffle the clouds and distribute so the students can combine them using a coordinating conjunction cloud to join two independent clause clouds.

14.2. "French Fries": Using the techniques of sentence combining, students look at the groups of sentences and make each group into one sentence. In "French Fries," the first three sentences are a group to be combined into one sentence. Instructions to students:

1. As you combine sentences, listen to them and say them aloud in several ways. Experiment with new structures.
2. Write out all the different sentences you can think of for each group.
3. Write your favorite sentence for each group in your notebook. You will probably want to write it in paragraph form.

FRENCH FRIES

1. French fries are loaded into a basket.
2. The French fries are white.
3. The basket is wire.
4. Then they are lowered.
5. The lowering is slow.
6. The lowering is into oil.
7. Their bath crackles.
8. Their bath foams.
9. The bath is hot.
10. The potatoes release a puff.
11. The potatoes are thinly sliced.
12. The puff is steam.
13. They come out crispy brown.
14. They come out streaked with oil.

NOTE: In "French Fries," sentences 10-12 and 13-14 can be combined into one longer sentence. Some writers consciously try to vary sentence length in their work.

14.3. (See GRAMMAR AND LANGUAGE STRAND, OBJECTIVE #26.)

* * *

OBJECTIVE

RESOURCES

18. Writes paragraphs with a logical sequence. (I)

18.1. Packard, Charles. Developing Writing Skills. Level C. Lexington, Mass.: D.C. Heath and Co., 1981. Loc: Curric off

LIBRARY RESOURCES:

FS Steps in building a
808.04 paragraph
Ste SUE, 1954
Loc: C1

ACTIVITIES

NOTES

18.1. Assign a topic for a paragraph. It should be a topic which can be viewed historically or with details arranged in order of importance. Help students identify either five reasons they are for or against it, or five important events in the history of their topic. Explain the different methods of organizing a paragraph, helping them to arrange the details in order of importance or chronologically. After they have written the paragraphs, let them share their writing and hear the same topic developed in different ways. They might enjoy guessing which type of organization was used in a given paragraph.

18.2. Allow students to discuss a controversial topic of interest. Write a statement of position on the board. As they provide ideas and arguments, write them on the board under the categories of agree and disagree. Let them suggest many different ideas, and do not allow criticism of any student's contributions. Provide a paper which has a blank at the top for the teacher to write in the statement of position on the topic, and numbered blanks for students to write in their ideas. Pass the blank around the room and ask each student to write A for "agree" or D for "disagree" with the statement of position and one sentence telling why he/she agrees or disagrees. Each student writes a response and passes the form on to the next student. After the form has been through the entire class, the teacher shares it with the class. Then students write short paragraphs about their ideas on the topic.

STATEMENT: _____

1. (A or D) _____
2. (A or D) _____

* * *

OBJECTIVE

RESOURCES

19. Writes simple poetry with
or without rhyme. (M)

19.2. Thinkerthings, Menlo Park, Calif.:
Addison Wesley Publishing Co., Inc.,
1975, p. 53.

ACTIVITIES

NOTES

- 19.1. Ask students to write down their favorite food, fish, flower, and fun. Then have them use adjectives and descriptive phrases to expand the ideas. Encourage volunteers to read theirs while working; it helps spur those who do not have an idea. After they have written the descriptive phrases and adjectives, tell them that they have just written the main part of a poem. Write these lines on the board:

Looking around the world I see
Many things that remind me of me.

That's me!

At this point they will want to pay more attention to the rhythm and possible rhyme of the four lines.

Sample:

Looking around the world I see,
Many things that remind me of me.
A juicy steak cooked medium rare,
A shiny goldfish floating in air,
A yellow daisy without a care,
A glorious, wonderful day at the fair.
That's me!

- 19.2. "Draw a Poem": Students write short poems or sentences about something and print them so they show what the topic is about. They may want to paint the background with water colors or crayons.



OBJECTIVE

RESOURCES

23. Writes from dictation. (R)

19.4. Renzulli, Joseph, New Directions in Creativity. New York: Harper, Row, Inc.

LIBRARY RESOURCES:

FSR Literature for children, series 4
808.8 Pied Piper, 1970
Lit 4fs, cas.
(Haiku, descriptive words and figures of speech, humorous verse, sounds of poetry)
Loc: Cc, Cl, Ken

TA The poetry box
Ed. Insights
Loc: Ad

DR Carl Sandburg's poems for children
811 read by author
Car Caldman
Loc: Ike

Crawford, Shirley, Looking at Words.
Norman Teacher Center, 1981.

ACTIVITIES

NOTES

- 19.3. Have the pupils write poems about themselves using the letters of their names to start each line:

Loves to climb trees.
Interested in books about horses.
Someday wants to be a doctor.
Always laughing and talking.
--Lisa

- 19.4. "Haiku": Explain to students that haiku is an ancient Japanese form of poetry. The poem consists of 17 syllables written in three lines. The first and third lines must contain five syllables and the second line must contain seven syllables. The lines do not have to rhyme. Provide students examples of haiku and for starters, give them a form with a blank line for the title and three blank lines for the haiku.

* * *

- 23.1. Have the children dictate stories on tape and then write their stories from their own recordings.
- 23.2. Divide the class into two groups. Let each group develop a list of sentences to be given in dictation. Let the first group dictate the sentences to the second group. They then write the correct sentences on the board for checking. Then the groups trade, and group two dictates to group one.
- 23.3. After the weekly spelling list has been introduced, and students have practiced spelling, let the students write a paragraph or story using the spelling words. They may use several words in one sentence. This can be a group written story. For practice before the spelling test, dictate the sentences from the story for them to write.

OBJECTIVE

RESOURCES

ACTIVITIES

NOTES

- 23.4. Using quotations from works of literature or famous people, dictate one quotation every few days. Use the dictation practice to reinforce studies in science, literature, or social studies. Be sure to have a student write the quotation on the board correctly so students may see where they had difficulty. Have the students correct any errors before turning in the quotation.

ADDITIONAL RESOURCES
for
STRAND V

- | | |
|---------------------|--|
| FS
412
ST | The story of writing
McGraw
Loc: McK, Mad |
| FS
425 | Fundamentals of language arts (series)
Eyegate 1957
Contents: Story book people/select the best title/ name the picture/famous events in American History/ Famous people/ famous works of art/ historic places.
Loc: Ken |
| FSR
372.6
Sit | Situational Language; activities for applying language arts skills
Knowledge Aid, 1400
(5 fs, 5 cassettes, student activity book, guide)
Skills include: punctuation, capitalization, spelling, word meaning, and techniques of proofreading.
Loc: Lin |
| KIT
372.4 | Fokes sentence builder
by Joann Fokes. Teaching Resources. 1976
(5 boxes w/200 cards, 45 sentence markers, etc.)
Loc: Ike |
| KIT
428.2 | Come to your senses, a program in writing/awareness
Scholastic Magazine. 1970 (30 photos, 7 posters, guide, 4fs)
Contents: Using your senses; relationships; the drama of people; telling the story
Loc: Ken, Ike |
| TP
428.2 | Sentence building
3M 1965
Loc: Ken |
| TR
808.82 | Developing creative ability
Wilson, 1968
Contents: listening fun; activities for creative writing; using descriptive words; sound stories.
Loc: C1 |

ADDITIONAL RESOURCES
for
STRAND V

- CM Write on! a collection of 70 creative writing ideas for teachers.
Educational Insights 1974
Loc: Ken
- CM Write on! a collection of 50 creative writing ideas for
individualized instruction.
Educational Insights 1974
Loc: Ken
- CM Write it right. Skills book, SW 16
Scholastic, 1970
Loc: Lin, Wil
- CM Write with feeling. Skills book, SW 17
Scholastic, 1970
Loc: Wil, Lin
- CM Modern Curriculum Press
Skill Boosters --C
Includes; Organizing Information, Increasing comprehension,
Building word power, Working with facts and details, Using references.
Loc: Jack
- CM Discovery Writing Cards
by Dana Newman
Center for Applied Research 1974
(30 cards, guide)
Loc: Jack
- A
372.6 Story starters; primary level
Sto Creative Teaching Press, 1972. CTP-104
(50 idea cards)
Loc: Ad, Mon
- TA Recipes for creative writing-primary level
Creative Teaching Press, n.d. CTP-100
(50 cards)
Loc: Ad

ADDITIONAL RESOURCES
for
STRAND V

- TA The Spelling Box--Primary
Educational Insights, 1979. No. 9143
(125 activities)
Loc: Ad
- TA Story starters; intermediate level
372.6 Creative Teaching Press, 1972. CTP-103
Sto (50 idea cards)
Loc: Ad, Mon
- TA Recipes for creative writing-intermediate
Creative Teaching Press, n.d. CTP-101
(50 cards)
Loc: Ad
- TA The Spelling Box -- Intermediate
Educational Insights, 1979. No. 9144
(125 activities)
Loc: Ad
- TA Creative writing, or story starters for the writing
372.6 center
Cre Teacher's Aide Publishing, n.d. #1003
(30 cards, teacher's directions)
Loc: Jack
- TA Recipes for creative writing; Set I: General Recipes
372.6 Creative Teaching Press, 1966.
Rec (activity cards, instructions)
Loc: Mon
- TA Flub Stubs, prescriptive task cards to improve
writing skills by Cheryl Brown
Creative Teaching Press, 1975.
(67 cards)
Loc: Mon
- TA The Poetry Box
Educational Insights, n.d.
(activity cards)
Loc: Ad

ADDITIONAL RESOURCES
for
STRAND V

- | | |
|------------------------|---|
| GA
428.1
Spe | Spelling games Learning kit A, B, C, D, C.
Lyons and Crahan. 1969.
(5 games each kit)
Loc: Jeff, Ike, Mon, Jack, Mad |
| GA
372.4
Ani | Animal spelling game
Ed-U-Cards, 1969.
Loc: Ike |
| GA | Scrabble--Sentence game for Juniors
Selchow and Righter, n.d. #23
Loc: Jack |
| GA
421.4
Spi | Spill and spell
Parker Brothers, 1971.
(15 cube crossword game)
Loc: Mon |
| GA
793.73
Scr | Scrabble sentence cube game
Selchow and Righter, 1971
(21 cubes, timer, tumbler, score sheet)
Loc: Monroe |
| 411
Sco | Scott, Joseph
Hieroglyphs for fun
Loc: Lin |
| 411
Og | Ogg, Oscar
The 26 letters
Loc: Jeff, Ken, Lin, McK. |
| Prof.
808.06
Car | Carlson, Ruth
Sparkling words; 200 practical and creative writing ideas.
Wagner Printing, 1965.
Loc: Ike, C.C. |

ADDITIONAL RESOURCES
for
STRAND V

- | | |
|------------------------|---|
| Prof.
372.6
Chr | Christensen, Fred
Springboard* to creative writing.
Prentice-Hall, 1971.
Loc: Mon |
| Prof.
372.63
DAM | D'Ambrosio, Robe-ta A.
Spell well: 50 prescriptive spelling activities for the
primary and intermediate grades.
Fearon Pitman Learning. 1980.
Loc: Jeff |
| Prof.
372.63
Dan | Daniel, Charlie
Super spelling fun.
Good Apple, 1978.
Loc: Ike, McK |
| Prof.
372.4
Far | Farnette, Cherrie
Kids' Stuff reading and writing readiness.
Incentive Publishing, 1975.
Loc: Mad |
| Prof.
793.73
For | Forte, Imogene
Spelling magic; activities, gimmicks, games galore for
making learning mean lots more!!
Incentive Publishing, 1976.
Loc: Ike |
| Prof.
372.63
Gri | Grimm, Gary
The Good Apple spelling book.
Good Apple, 1977
Loc: Ike, McK |
| Prof.
372.64 | King, Joyce
Imagine that! illustrated poems and creative learning
experiences. Goodyear Publishing, 1976.
Loc: Ike |
| Prof.
372.6
Kac | Koch, Kenneth
Wishes, lies, and dreams; teaching children to write poetry.
Chelsea House, (1970).
Loc: Ike, Mon |

ADDITIONAL RESOURCES
for
STRAND V

- | | |
|------------------------|---|
| Prof.
372.6
Mah | Mahon, Julia C.
The first book of creative writing.
Matts, 1968.
Loc: C.C. |
| Prof.
808.02
Pot | Potter, Robert
Writing sense.
Globe Book Co., 1975
Loc: C.C. |
| Prof.
372.6
Sho | Sholin, Amy
Cook up tales
Scholastic, 1973.
Loc: Mon |
| Prof.
372.6
Spe | Spencer, Zane A.
Flair; creative writing techniques for the elementary school
teacher.
Educational Service, 1972.
Loc: Wil, Ike, Mad, Mon, Jeff, C.C. |
| Prof.
372.62
Sta | Stanish, Bob
Sunflowering; thinking, feeling, doing activities for
creative expression
Good Apple, n.d.
Loc: Ike, Cl |
| Prof.
808
Str | Strong, William
Sentence combining.
Random House, 1973.
Loc: C.C. |
| Prof.
372.6 | Turner, Thomas T.
Creative activities resource book for elementary school teachers.
Reston Publishing Co., (Prentice-Hall), 1978.
Loc: C.C. |

APPENDICES

KEY TO ABBREVIATIONS: LIBRARY RESOURCES

FS	Filmstrip
FSR	Filmstrip and recording
KIT	Usually filmstrip, recording and activity sheets, game boards, guides, cards, etc. (a combination of activities)
DR	Disc recording (records)
TP	Transparencies
TR	Tape recording
CN	Curriculum materials
TA	Teaching aide
GA	Games
PM	Programmed materials
SP	Study print
PROF.	Professional, refers to books kept in a professional collection for teachers
NUMERALS	Book

KEY TO ABBREVIATIONS -- SCHOOL AND LOCATION:

Ad	Adams
Cl	Cleveland
Ike	Eisenhower
Jack	Jackson
Jeff	Jefferson
Ken	Kennedy
Lin	Lincoln
Mad	Madison
McK	McKinley
Mon	Monroe
Wtl	Wilson
C.C.	Central collection
T.C.	Teachers' Center

BIBLIOGRAPHY OF TEACHING AIDS

LANGUAGE MASTER CARDS/TUTORETTE

Call No.	Title	Location
TA/372.4/Sig	Sight words for beginning readers Audiotronics #2015	Lin.
TA/372.4/Str	Structural analysis for beginning readers. Audiotronics	Lin
TA/372.6/Trl	Tricky words; how to spell them Audiotronics #2200	Lin.
TA/372.61.Nou	Nouns: everyday things Bell & Howell #111021	Lin.
TA/372.61/Phr	Phrases Bell & Howell #111031	Lin.
TA/372.61/Sen	Sentences Bell & Howell #11032	Lin.
TA/372.4/Fun	Fun with phonics, Set I: Initial Consonants #2051 Set IV: Long and short vowels #2054 Set X: Syllables #2060 Audiotronics	Lin.
TA/372.4/Bas	Basic vocabulary building, Set I,II. Audiotronics #2016, #2017	Loc.
TA/372.4/Alp	Alphabet zoo Audiotronics #2000	Lin.
CH	Verbs: action words Bell & Howell	Ike.
PM/372.4/Rea	The phonics program, Set I: sound blending and beginning phonetic skills Bell & Howell	Ike.

BORG-WARNER SYSTEM 80

<u>Call No.</u>	<u>System 80 Title (Level)</u>	<u>Location</u>
Kit/372.4	Reading words in context (A)	Lin, Wil.
	Reading words in context (B)	Lin, Wil.
	Reading words in context (C)	Lin, Wil.
	Reading words in context (D)	Ike, Lin.
	Reading words in context (E)	Ike.
	Reading words in context (F)	Ike.
	Reading words in context (G)	Lin.
	Reading words in context (J)	Lin.
	Reading words in context (L)	Lin.
Kit/372.4/Lea	Learning letter sounds (C)	Ike.
	Learning letter sounds (D)	Ike.
	Learning letter sounds (E)	Ike.
	Learning letter sounds (F)	Ike.
	Learning letter sounds (G)	Lin, Ike.
	Learning letter sounds (H)	Ike.
Kit/372.4/Dev	Developing structural analysis	
	skills.....(I)	Ike, Lin, Wil.
	(J)	Ike, Wil.
	(K)	Ike, Lin, Mck, Wil.
Kit/372.6/Pre	Preschool concept development (E)	Lin.
Kit/372.6/Con	Concept development series (H)	Lin.
	Concept development series (I)	Lin.

DEXTER AND WESTBROOK

SUPPORTIVE READING SKILLS SERIES (8 booklets, dup. masters, guide)

Call. No.	Title (grade A=1)	Location
Kit/427/Sup	Interpreting Idioms (C)	Mon.
Kit/428.1/Sup	Reading Hieronyms (C)	Mon.
Kit/428.1/Sup	Reading Homographs (A)	Cl.
	Reading Homographs (C)	Mon.
Kit/428.4/Sup	Reading Homonyms (A)	Jack, Cl.
	Reading Homonyms (B)	Jack, Wll.
	Reading Homonyms (C)	Mon, Wll, Jack, Cl.
Kit/372.4/Sup	Rhyme Time	Mon.
Kit/428.4/Sup	Phonic Analogies	Lin.
Kit/428.4/Sup	Syllabication (D-1)	Wll.
	Syllabication (D-2)	Wll.
	Syllabication (D-3)	Wll.
	Syllabication (E-1)	Wll.
Kit/428.4/Sup	Using a Table of Contents (A)	Cl.
	Using a Table of Contents (C)	Jack, Wll.
	Using a Table of Contents (D)	Jack, Wll.
	Using a Table of Contents (E)	Jack
Kit/428.4/Sup	Using an Index (C)	Wll.
	Using an Index (D)	Wll.
	Using an Index (E)	Wll.
	Understanding Questions (A)	Cl.
	Understanding Word Groups (A)	Cl.
	Understanding Word Groups (C)	Cl.
	Learning to Alphabetize (A)	Cl.
	Learning to Alphabetize (C-1)	Cl.
	Learning to Alphabetize (C-2)	Cl.
Kit/428.4/Sup	Syllabication (17 booklets, dup. master, guide)	Jack.
Kit/428.4/Sup	Reading Ads (A) (8 booklets, manual)	Lin.
Kit/428.4/Sup	Reading Schedules (A) (6 booklets, manual)	Lin.

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